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ABSTRACT

The purpose of this book is to provide a variety of practical, challenging ideas for teaching reading skills and motivating students to read for pleasure. Sections of the book provide information on the following topics: (1) the principal's role in reading instruction; (2) developing a teaching strategy--philosophy, goals, and objectives; (3) checklists of reading skills sequences for grades kindergarten through 12; (4) motivational strategies, such as book certificate programs, and suggested reading resource materials; (5) teaching strategies, such as informal silent comprehension, reading with a purpose, textbook evaluation, and reading through the modality approach; (6) reading in the content areas; (7) reading activities throughout the grades; (8) the reading specialist; and (9) an introduction to the reading section of the Oklahoma State Department of Education, including its objectives and activities, its inservice program, and its needs assessment procedures and surveys. Appendixes contain additional information for addressing learning styles with different teaching strategies, individualizing the reading program through organizational strategies, evaluating textbooks, and defining reading terminology. (RL)

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Reading Sampler

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CS006124

Foreword

One of the greatest responsibilities we face as educators is that of teaching those skills which are vital to successful communication. For students to become lifelong learners, they must become proficient in listening, speaking, writing and reading skills.

The Oklahoma State Department of Education feels a strong commitment to helping each child acquire those language skills which are imperative to lifelong learning. One of the skill areas identified as most crucial to cognitive and affective growth is the developmental process of reading the printed page.

This publication will aid educators in their endeavor to facilitate growth in the reading abilities of their pupils.

Leslie Fisher
State Superintendent
Oklahoma State Department of Education

Introduction

Purpose: The purpose of the Reading Sampler is to provide a variety of practical, challenging ideas for teaching reading skills and motivating students to read for pleasure.

Background and Relevancy of the Contents: During the two years prior to compiling this handbook, the State Reading Consultants have conducted continuous on-site needs-based inservice in more than 500 schools across the State of Oklahoma. The pre-inservice needs assessment data gathered from each of the 3,500 teacher and administrator participants provided the basis for determing relevant subjects to include in the Reading Sampler. Articles based on these subjects were then judged for inclusion on the basis of the degree to which each was relevant in terms of being (1) research based/valid, and (2) practical and applicable to classroom use at the designated level.

Intent: Although the strategies included in this handbook have been successfully "classroom tested," none is to be considered a panacea for eliminating all reading problems. In addition, the ideas presented are intended to be used only as beginnings--suggested springboards from which the innovative teacher should be able to create new and different strategies to help children become proficient readers and, as a result, learn to love reading.

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We deeply appreciate all of the classroom teachers throughout the State who experimented with the activities suggested in this manual and helped validate their usefulness.

This handbook was developed and made possible through the work of the Oklahoma State Department of Education's State Reading Section staff. Our deepest thanks to Dr. Sarah Webb for serving as chairman of the editorial committee, to Sue Allen and Pat Curtis for preparing the activities section, and to all others of the State Reading Staff for their valuable contributions of time, effort, and talent.

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The Principal's Role in Reading Instruction

THE ADMINISTRATOR AND THE READING PROGRAM

An effective reading program must have the combined efforts of the principal, teachers, and the parents. The principal, as the instructional leader of the school, has several areas of responsibility regarding the reading program.

The first is working with teachers to develop a reading program that meets the needs of children and recognizes them as individuals. The first step in this development is evaluation of the present reading program. During this self-evaluation, strengths and weaknesses should be identified and used to improve reading instruction. He or she can then continue meeting with teachers to write a statement of philosophy on reading and objectives to implement that philosophy. The principal may also provide leadership in the selection of supplemental instructional materials.

The second area of responsibility is in creating a building atmosphere which reflects the importance placed upon the reading program--an atmosphere that is supportive and encourages the innovation and creativity of teachers. A principal has the opportunity for creating a reading-centered school.

Building parental support is the third area of responsibility for the building principal. He or she may interpret the reading program to parents and involve them in positive school-related activities.

Administrative leadership in forming policies and creating climate is important, and acceptance by the staff and parents is determined by the degree of shared responsibility in their development.

LEA READING PROGRAM SELF-EVALUATION

The following questions were developed to serve as broad guidelines for helping LEA faculties conduct self-studies to determine the effectiveness of reading programs at the following levels:

- Individual Classroom
- Grade Level
- Total School

1. How do your teachers as a group feel about teaching reading?

   Have they developed a written philosophy of teaching reading?

2. To what extent and at what instructional reading levels are each of the various reading skills being taught?

3. Are there files on children's reading progress that follow them from grade to grade?

   If so, are those files meaningful, reasonable in length, and usable to the teacher?

4. Do you have an achievement testing program? What use is made of these results?

5. Is there a plan and are there testing instruments provided to diagnose individual reading problems?

6. Are provisions made to assist teachers in meeting the skill needs of individual students?

7. What percentage of the instructional budget is allocated for supplementary reading materials?

8. Are the supplementary materials being used?

9. Do your teachers encourage children to read for fun?

10. Does your school participate in the book certificate program?

    If so, how many of your students earn the 25 book reading certificate?

11. Do your teachers enjoy teaching?

    Do your students enjoy learning and reading?

12. Is there an opportunity for students to move from one instructional group to another within the classroom?

13. How many minutes during the school day does each child spend in reading instruction?

14. If you use a basal reader, are teacher's manuals provided?

    If so, do teachers utilize these manuals?

Developing Your Philosophy, Goals, and Teaching Strategies

STATE READING SECTION

DEVELOPING A PHILOSOPHY OF TEACHING READING

The ultimate aim of teaching reading is successful communication at the deepest level--the level at which one can fully internalize the message being imparted in the written word. Reading is recognized as both a desirable and necessary skill for enabling citizens to function successfully in today's society. Since reading involves (and is therefore affected by) levels of both intellectual as well as emotional functioning, the responsibilities assumed in becoming a reading teacher are not to be taken lightly.

The first and perhaps most important of the teacher's responsibilities is to clarify his/her philosophy about teaching reading. Our philosophies are based on our deepest feelings and beliefs and therefore determine those classroom behaviors we, as teachers, exhibit on a daily basis.

In clarifying our philosophies about teaching reading, it becomes necessary to ask ourselves certain in-depth questions--and then respond in terms of how we really feel. These questions focus on how we feel (a) about ourselves both as people and as teachers; (2) about children both as worthwhile human beings and as learners; and (3) about reading both as a tool for learning and as a worthwhile source of enjoyment. A written response will more than likely produce identification and clarification of feelings and beliefs at a deeper level than will an oral response alone. Therefore, let this become an open challenge to the reading teacher and user of this publication to discover and record what your true philosophy is in regard to the execution of daily activities within your chosen profession.

In answering the following questions, let us consider each in terms of (1) what are my deepest feelings and beliefs? and (2) in what ways do I demonstrate my beliefs in my daily classroom behaviors?

I. OURSELVES AS WORTHWHILE PEOPLE
   A. Do I feel that I am basically a good person whose motives are honest?
   B. Am I true to myself and my deepest convictions (i.e., am I honest with myself in determining my feelings and motives)?
   C. Am I, in turn, true to others (i.e., genuine and real in my communication with adults and children)?

II. OURSELVES AS PROFESSIONALS
   A. What are my real motives for teaching?
   B. Do I view myself as a successful teacher? On what evidence do I base my judgment?

C. Have I fully accepted the responsibility for becoming and remaining knowledgeable in my field of teaching?
D. Are my professional goals self-centered or child-centered?
E. Do I create a classroom environment (both in attitudes as well as the physical surroundings) that (1) will encourage learning and that (2) I feel good about?
F. Do I sincerely search for the best methods and activities to motivate each child?
G. Do I try to model those attitudes and behaviors that I desire in my students?
H. In my grading practices
   1. Do I grade fairly?
   2. Do I use grades to build or destroy the child's self-concept?
   3. Do I consider the whole child--his learning potential, his current emotional state and its effect on learning, and his progress in relation to what I think he/she can achieve?

III. CHILDREN AS WORTHWHILE HUMAN BEINGS

A. Do I genuinely regard each child as a worthwhile human being and a unique individual?
B. Do I treat each child with genuine respect for his worth as an important person?
C. Do I respect each child's emotional as well as physical territory within the classroom?
D. Do I encourage mutual respect among my students?

IV. STUDENTS AS LEARNERS

A. Do children have differing needs? If I can answer with an honest "yes", do I make an effort to determine those needs? Do I make an effort to fulfill children's differing needs within the classroom environment?
B. Do I try to discover each child's "greatest potential" as a learner and try to challenge him/her to achieve at that level?

V. TEACHING READING

A. Is there one best method for teaching reading to all students? Does one child learn differently from another? Is there a need to discover the methods, materials, and activities that will work best with each child?
B. Do children need to learn
   1. How to decode words in isolation? in context?
   2. How to visualize what they are reading?
   3. That there are multiple meanings for words and how to use a word in its various contexts?

4. How to organize the text of what they are reading while they are reading it?
5. To understand what they are reading to the extent that they can
   a. infer the author's message in light of their own background of experience.
   b. reorganize the content into meaningful units in order to see it as a whole
   c. evaluate the author's message for its worth (by the child's own or other criteria)
   d. appreciate the printed message in terms of its total content or its separate parts.

C. Do I believe that comprehension should be taught rather than merely tested? If so, do I demonstrate this belief in my daily teaching behaviors?

D. Do listening skills need to be taught?

E. How important is listening comprehension to reading comprehension?

F. Do I believe that learning to read in a continuous, life-long process that takes place in every subject area throughout the learner's educational experience?

GOAL-SETTING

Once you as a classroom teacher have seriously considered and worked through each of the questions in the previous section and have fully clarified your own personal philosophy of teaching reading, you are ready to set goals. Goal-setting can be one of the most exciting challenges you have ever faced--if you will choose to perceive it as such.

In stating goals, you, as a fully mature professional, are saying, "I, alone, am personally accountable for the kind of climate I create for learning in my classroom--and great things are going to happen! What I choose to happen will happen. The responsibility for successful learning is mine!"

When you have fully accepted this challenge and followed through to its successful completion, you will have stated your goals in writing--in very clear, positive, and definite terms. You will also have developed a feeling of strong commitment to accomplishing each goal. Any factors you previously perceived as unsurmountable limitations will now represent mere stepping-stones on the path to getting where you want to be.

In getting started, ask yourself the following questions:

1. WHERE AM I NOW?

   What am I offering my students right now in my reading program?

   -- Are my students progressing as well as they can?

   -- Are they all fully challenged in the tasks I give them to do?

   -- Do their behaviors reflect those of happy, well-adjusted students in the learning environment I have created for them?

   -- Is there any one child who is consistently failing in his/her daily work?

   -- If so, whose failure is it--the child's or mine?

   -- Is there anything I can do to help that child feel successful?

2. WHERE DO I WANT TO BE?

What is my true mission as a teacher?

When I picture in my "mind's eye" the very best possible learning situation imaginable, what do I actually see?

-- Barring all limitations, what are my greatest dreams in terms of what I want to accomplish?

-- In helping my students with the "how to" of becoming a better reader, where do I want to be in terms of discovering and addressing students' individual learning needs?

-- In encouraging my students in the "want to" aspect--that of learning to love reading to the extent that they choose reading as a leisure time activity--what are my greatest dreams?

-- Where do I someday want to be in terms of my attitude of acceptance toward each of my students?

-- What learning environment constitutes the best I can create in terms of the most encouraging to students' attitudes toward reading?

-- Realizing the effects of a child's self-concept on his/her reading attitude and achievement, is one of my goals to improve each child's self-concept?

3. WHEN DO I WANT TO HAVE ACCOMPLISHED MY GOALS?

How soon can I be where I want to be--to have realized my dreams?

How much can I accomplish by the end of this semester? This school year?

4. BEYOND MY PRESENT GOALS -- WHAT THEN?

What are my goals in terms of evaluating and improving my program on a regular, on-going basis?

In preparation for clarifying your personal goals for your own classroom, picture yourself in the following situation:

> Robin--a young, very enthusiastic, and dedicated student teacher--has been assigned to you for the remainder of this school year, and will begin work in your classroom just <u>two weeks</u> from today. Her reputation for excellence in everything she does has preceeded her.
>
> You are feeling a strong need to protect your domain--to protect the integrity of the reading program you have worked so hard to provide for your students. To feel sure that your combined efforts will be successful, you will need to enlist her full cooperation by helping her internalize your fondest dreams and greatest expectations.
>
> In order to accomplish this task successfully, you will need to provide Robin with a very clear and definite written explanation of (1) how you feel about teaching reading; and (2) the <u>ten</u> major goals you plan to accomplish in your reading program this year.
>
> You have two weeks to think, clarify, and write. Will you be ready to receive Robin? You can be. The choice is yours.

DEVELOPING SPECIFIC STRATEGIES TO ACCOMPLISH STATED GOALS

Now that you, as a classroom teacher, have (1) clarified your philosophy, and (2) stated in writing the major goals you plan to accomplish, it is time (3) to consider the means by which you will realize your dreams. In completing the first two tasks, you have identified the desired outcomes of your future efforts. The third task is that of discovering and recording specific activities and ways of behaving which will most surely bring about the success of your mission as a teacher.

In trying to reach the needed level of clarification, it is easy to bog down in the effort to separate goals from objectives, as both can be verbalized in definite terms, and both are usually measurable. Therefore, in order to avoid this trap, the third in this series of challenges is stated as one of determing specific strategies you can use daily in classroom practice to help you accomplish your mission.

Think about the following questions:

1. PROGRAM PLANNING--

   What specific activities can I pursue to help students with the "how to"--the skills needed in becoming more proficient readers?

   ---What organizational strategies do I need to employ to provide for the most effective group learning to take place?

   ---What organizational strategies do I need to employ to provide for the most effective individual learning to take place?

   ---What learning activities do I need to create and employ to teach the needed skills?

   What do I need to do to encourage students in the "want to" aspect of reading--learning to love reading?

   ---What specific attitudes can I model to create the best learning environment for my students?

   ---What specific behaviors can I exhibit daily to help children reach the point of voluntary pursuit of reading as a leisure time activity?

   ---What are some specific strategies I can employ in daily classroom practice to improve each student's feeling of self-worth?

2. PROGRAM EVALUATION--

   As I go about the task of accomplishing my goals, what steps can I take to determine the degree of success I am having?

   ---What tests should I administer, and when?

   ---What can I do with the results? How should I analyze these?

---What other means can I use to evaluate? (eg., Can observation of students' attitudes toward learning and reading indicate success or failure in any area?)

3. PROGRAM IMPROVEMENT--

How do I feel about what my evaluation results indicate?

How can I improve?

What new goals do I need to set in order to do better next time?

The following example is offered in an effort to bring this challenge to a realistic level:

GOAL - To motivate my students to the extent that they love reading and choose to spend time reading.

Teaching Strategies Which I Can Begin Tomorrow

1. Read orally from a book chosen by my students 15-20 minutes each day, stopping to discuss it with them at strategic or enjoyable points.
2. Initiate planning to conduct a poster content involving reading programs and illustrations the students have created.
3. Begin DEAR - Drop Everything And Read - each day in my classroom for 15-20 minutes.
4. Make a game of asking comprehension questions from those texts I teach from regularly.
5. Enlist the students' help in creating learning games and activities, using the ideas offered in this handbook.
6. Vary my basal reading lessons from day to day.
7. Approach enthusiastically every task in which students are asked to read.
8. Employ the "book sharing" ideas in the Motivation Section of this handbook. Use a different idea each two days.
9. Treat each student with behaviors that demonstrate my respect and love for each as a worthy human being.
10. Discover the special talents of each child. Demonstrate, starting tomorrow, my desire to help improve his/her self-concept by capitalizing on those talents.
11. Sincerely praise each child for efforts exerted, even though those efforts may have produced something less than perfect.

12. View each child as a unique individual, seeking the inherent good in each and demonstrating my desire to show his/her peers that side of his/her being.

Evaluation Procedures:

1. Observe students' reactions to the motivational projects.
2. Keep track of how many library books each child checks out and note increases.
3. Observe students' discussions of books they are reading to note an increase in interest and enthusiasm.
4. Observe students questioning behaviors during instructional periods to see if there is an increase in number and/or depth of questions asked (as opposed to wholesale acceptance of all information he/she encounters).
5. Observe to determine if changes in my level of acceptance of children is having positive effects on classroom behaviors.
6. Do my students seem happier?

Reading
Skills Sequence

- - Checklist

INTRODUCTION OF THE SKILLS SEQUENCE

The following lists of skills for each grade level are prepared in the form of checklists for the teacher's convenience. Each list can be considered as a set of general expectations of skill achievement for students in the developmental reading program (i.e., those students whose instructional reading level is comparable with their grade placement).

These checklists may also be used with students who are reading above or below grade placement (e.g., if a 6th grade student's instructional reading level is at 4th grade, the teacher may want to use the 4th grade checklist as a guide to the skills needed by that student). As the student progresses in his/her skill development, additional lists at graduating difficulties will become appropriate for use.

Do not expect each child to achieve proficiency in all skills at any given level. Often a perceptual (or other) difficulty may limit a student in his/her ability to assimilate a specific set of skills (e.g., the student who experiences auditory discrimination difficiencies may be unable to associate sounds with symbols). Therefore, the teacher will need to remain flexible in allowing students to progress to higher levels as the individual need arises.

The checklists were intended to serve only as general guidelines. In order to facilitate classroom use at each grade level, many of the subskills were omitted.

It is hoped that each of our Oklahoma school faculties will accept the challenge of creating their own checklist for each grade level. Using the following pages as guidelines, teachers at each level should determine, according to the specific needs and abilities of students in their own communities, those specific skills each child should be expected to master.

The value of reading lies in using it as a vehicle for understanding, solving problems, and enjoying. Let us work together to achieve this worthy goal with each child in Oklahoma.

School _____ Student's Name _____

KINDERGARTEN LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (suggested proficiency level: 85%).

	ENTER DATE*
A. Recognizes and can write own name	
B. Knows and can correctly name the letters	
C. Knows and can correctly name the numbers	
D. Can carry on conversation in sentences	
E. Can associate words to pictures	
F. Hears rhyming words as in nursery rhymes	
G. Recognizes likenesses and differences in:	
colors* _____ objects* _____ shapes* _____	
left-right* _____ sizes* _____ up-down* _____	
words: beginning--middle--end* _____	
H. Comprehension from stories read or told	
1. Literal -- "What does this book say?"	
2. Reorganization -- "Where does this information fit?"	
3. Interpretive -- "What does this book mean?"	
4. Evaluation -- "How good is this book?"	
5. Appreciation -- "How does this book make me feel?"	
6. Application -- "How can I apply this information to another situation?"	
7. Integration -- "What does this book really mean to me?"	
8. Creative -- "What <u>new</u> ideas were sparked by this book?"	
I. Able to sit and work on task for at least 10 minutes	
J. Appears to have sufficient hearing and visual health to comprehend classroom activities	
K. Listening Skills: Will be able to listen to a story being told or read	
L. Can put things in proper sequence	
M. Gets excited about reading	
N. Can visualize events in a story being read aloud or told	

School _____ Student's Name _____

FIRST GRADE LEVEL READING SKILLS

(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. RECOGNIZES 500 WORDS BY SIGHT	
B. UNDERSTANDS AND USES NEW WORDS	
C. UNDERSTANDS AND USES PUNCTUATION: PERIOD, COMMA, QUESTION MARK EXCLAMATION MARK	
D. RECOGNIZES AND CAN REPRODUCE SOUNDS IN WORDS IN SENTENCES	
1. NINETEEN SINGLE INITIAL CONSONANTS IN INITIAL, MEDIAL, AND FINAL	
2. SEVENTEEN CONSONANT INITIAL BLENDS	
E. KNOWS NAMES OF VOWELS	
F. KNOWS ENDINGS "S", "ING", "ED"	
G. RECOGNIZES COMPOUND WORDS	
H. KNOWS COMMON WORD FAMILIES	
I. COMPREHENSION FROM STORIES READ OR TOLD	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	
J. ORAL READING	
1. USES CORRECT PRONUNCIATION AND INTONATION FOR MEANING	
2. USES CORRECT PHRASING	
3. USES SIMPLE PUNCTUATION CORRECTLY	
K. SILENT READING: READS WITHOUT SOUNDS OR LIP MOVEMENTS	

FIRST GRADE LEVEL READING SKILLS CONTINUED

	ENTER DATE
L. LISTENING SKILLS	
1. WILL BE ABLE TO LISTEN TO A STORY BEING TOLD OR READ	
2. CAN FOLLOW ORAL DIRECTIONS	
3. CAN PUT EVENTS IN PROPER SEQUENCE	
M. CAN VISUALIZE EVENTS IN A STORY BEING READ OR TOLD	

OTHER INFORMATION

A. STUDENT'S INSTRUCTIONAL READING LEVEL

JANUARY _____

MAY _____

B. BASAL READERS COMPLETED (BY TITLE)

_____

_____

_____

_____

_____

C. SUPPLEMENTARY MATERIALS COMPLETED (BY TITLE)

_____

_____

_____

_____

_____

D. RECREATIONAL MATERIALS COMPLETED (BY TITLE)

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School _____ Student's Name _____

SECOND GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (suggested proficiency level: 85%).

	Enter Date
A. Recognizes 220 Dolch Basic Sight Words	
B. Understanding words	
1. Understands and uses multiple meanings of words	
2. Understands and uses synonyms	
3. Understands and uses opposites (antonyms)	
4. Understands and uses homonyms	
5. Understands and uses homographs	
C. Recognizes and can reproduce sound in words in sentences	
1. Knows nineteen single consonants in initial, medial, and final	
2. Knows seventeen initial consonant blends	
3. Knows six of the three letter consonant blends	
4. Knows long and short vowel sounds	
D. Knows compound words and base words	
E. Knows word families	
F. Knows possessives and word endings	
G. Knows contractions	
H. Comprehension of stories read or told	
1. Literal -- "What does this book say?"	
2. Reorganization -- "Where does this information fit?"	
3. Interpretive -- "What does this book mean?"	
4. Evaluation -- "How good is this book?"	
5. Appreciation -- "How does this book make me feel?"	
6. Application -- "How can I apply this information to another situation?"	
7. Integration -- "What does this book really mean to me?"	
8. Creative -- "What <u>new</u> ideas were sparked by this book?"	

SECOND GRADE LEVEL READING SKILLS CONTINUED

	ENTER DATE
I. CAN READ ALOUD FLUENTLY, DISTINCTLY, AND WITH EXPRESSION	
J. LISTENING SKILLS	
1. CAN FOLLOW ORAL DIRECTIONS	
2. CAN PUT EVENTS IN PROPER SEQUENCE	
K. CAN VISUALIZE WHAT IS BEING READ OR TOLD	

OTHER INFORMATION

A. STUDENT'S INSTRUCTIONAL READING LEVEL

SEPTEMBER _____

JANUARY _____

MAY _____

B. BASAL READERS COMPLETED (BY TITLE)

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C. SUPPLEMENTARY MATERIALS COMPLETED (BY TITLE)

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D. RECREATIONAL MATERIALS COMPLETED (BY TITLE)

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School _____ Student's Name _____

THIRD GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. RECOGNIZES 220 DOLCH SIGHT WORDS	
B. KNOWS PREFIXES AND SUFFIXES	
C. CAN IDENTIFY BASE AND COMPOUND WORDS	
D. KNOWS AND CAN REPRODUCE WITHIN SENTENCES	
1. CONSONANTS IN INITIAL, FINAL, AND MEDIAL POSITIONS	
2. CONSONANT BLENDS	
3. VOWEL SOUNDS -- LONG AND SHORT	
E. CAN DETERMINE NUMBER OF SYLLABLES IN A WORD	
F. CAN DETERMINE WHERE A WORD SHOULD BE DIVIDED	
G. CAN CHANGE WORD TO PLURAL BY ADDING "S", "ES", "IES"	
H. COMPREHENSION FROM STORIES READ OR TOLD	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	
I. CAN LOCATE INFORMATION BY ALPHABETIZED INDEX, DICTIONARY, GLOSSARY, ENCYCLOPEDIA, TELEPHONE DIRECTORY	
J. CAN READ AT A VARYING RATE FOR A DEFINITE PURPOSE	
K. KNOWS PARTS OF A BOOK	
L. LISTENING SKILLS	
1. CAN FOLLOW ORAL DIRECTIONS	
2. CAN PUT EVENTS IN PROPER SEQUENCE	
3. CAN TAKE SIMPLE DICTATION	

THIRD GRADE LEVEL READING SKILLS CONTINUED

	ENTER DATE
M. CAN READ ALOUD FLUENTLY, DISTINCTLY, AND WITH EXPRESSION	
N. CAN VISUALIZE WHAT IS BEING READ OR TOLD	

OTHER INFORMATION

A. STUDENT'S INSTRUCTIONAL READING LEVEL

SEPTEMBER _____

JANUARY _____

MAY _____

B. BASAL READERS COMPLETED (BY TITLE)

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C. SUPPLEMENTARY MATERIALS COMPLETED (BY TITLE)

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D. RECREATIONAL MATERIALS COMPLETED (BY TITLE)

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School _____ Student's Name _____

FOURTH GRADE LEVEL READING SKILLS

(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. RECOGNIZES 220 DOLCH SIGHT WORDS	
B. KNOWS AND RECOGNIZES	
1. COMPOUND WORDS	
2. ROOT WORDS	
3. SUFFIXES AND PREFIXES	
4. CONTRACTIONS	
5. VOWEL AND VOWEL COMBINATIONS	
6. PLURALS	
7. HYPHENATED WORDS	
8. CONSONANTS AND CONSONANT BLENDS	
C. KNOWS AND USES PUNCTUATION CORRECTLY	
1. QUOTATION MARKS	
2. PARENTHESES	
3. EXCLAMATION MARKS	
4. ITALICS	
D. RECOGNIZES AND CAN USE	
1. PRONUNCIATION KEY	
2. DIACRITICAL MARKS	
3. ALTERNATIVE PRONUNCIATION	
4. PRIMARY ACCENT IN SYLLABICATION	
5. DIVIDING WORD AT END OF LINE	
6. GUIDE WORDS	
E. COMPREHENSION FROM STORIES READ OR TOLD	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	

FOURTH GRADE LEVEL READING SKILLS CONTINUED

	ENTER DATE
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	
F. STUDY SKILLS	
1. CAN ALPHABETIZE THROUGH THE 4TH LETTER	
2. CAN NAME AND USE PARTS OF REFERENCE TYPE MATERIALS	
3. CAN USE SQ3R STRATEGY WITH CONTENT MATERIALS	
4. CAN MAKE A SIMPLE OUTLINE	
5. CAN SUMMARIZE	
6. CAN SYNTHESIZE VARIOUS MATERIALS ON A SINGLE THEME	
7. SIMPLE NOTE-TAKING FROM READING	
G. LISTENING SKILLS	
1. CAN PUT EVENTS IN PROPER SEQUENCE	
2. CAN FOLLOW ORAL DIRECTIONS	
3. CAN TAKE DICTATION	
4. CAN TAKE SIMPLE NOTES FROM ORAL PRESENTATION	
H. ORAL READING: CAN READ ALOUD FLUENTLY, DISTINCTLY, AND WITH EXPRESSION	
I. CAN VISUALIZE EVENTS READ OR TOLD	

OTHER INFORMATION

A. STUDENT'S INSTRUCTIONAL READING LEVEL

SEPTEMBER _____

JANUARY _____

MAY _____

B. BASAL READER COMPLETED (BY TITLE)

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_____

School _____ Student's Name _____

FIFTH GRADE LEVEL READING SKILLS

(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. RECOGNIZES 220 DOLCH SIGHT WORDS	
B. CONTENT AREA VOCABULARY KNOWLEDGE	
C. RECOGNIZES SYNONYMS, ANTONYMS, HOMONYMS	
D. PHONICS SKILLS	
1. CAN SOUND OUT WORDS FOR PRONUNCIATION	
2. CAN DIVIDE SYLLABLES	
E. DICTIONARY	
1. ALPHABETIZATION, FOURTH LETTER AND BEYOND	
2. INTERPRET PRONUNCIATION AND DIACRITICAL MARKINGS	
3. RECOGNIZE USE OF DIFFERENT PARTS OF SPEECH	
F. REFERENCE MATERIAL	
1. CAN USE ALPHABET TO LOCATE INFORMATION IN ENCYCLOPEDIA	
2. CAN USE ATLAS TO ANSWER QUESTIONS	
3. CAN USE MAPS TO FIND LOCATIONS	
4. CAN USE INDEX TO LOCATE INFORMATION IN NEWSPAPERS OR MAGAZINES	
5. CAN USE TELEPHONE DIRECTORY CORRECTLY	
6. CAN USE CATALOGS	
G. COMPREHENSION FROM STORIES READ OR TOLD	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	

FIFTH GRADE LEVEL READING SKILLS CONTINUED

	ENTER DATE
H. ORAL READING	
1. CAN READ DRAMA AND POETRY WITH MEANING	
2. CAN READ ANY MATERIAL FLUENTLY	
I. STUDY SKILLS -- DEMONSTRATES THE USE OF	
1. CLASSIFYING	
2. OUTLINING	
3. SUMMARIZING	
4. SYNTHESIZING	
5. SKIMMING	
6. SCANNING	
7. SQ3R	
8. NOTE-TAKING	
J. LISTENING SKILLS	
1. CAN FOLLOW ORAL DIRECTIONS	
2. CAN PUT EVENTS IN PROPER SEQUENCE	
3. CAN TAKE NOTES FROM ORAL PRESENTATION	
K. CAN VISUALIZE EVENTS READ OR TOLD	

OTHER INFORMATION

A. STUDENT'S INSTRUCTIONAL READING LEVEL

SEPTEMBER _____

JANUARY _____

MAY _____

B. BASAL READER COMPLETED (BY TITLE)

_____

_____

_____

School _____ Student's Name _____

SIXTH GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. RECOGNIZES 220 DOLCH SIGHT WORDS	
B. PHONICS SKILLS	
1. CAN DIVIDE SYLLABLES	
2. KNOWS PREFIXES AND SUFFIXES	
3. CAN RECOGNIZE ROOT WORDS	
4. CAN TELL WHERE ACCENT IS IN A WORD	
C. DICTIONARY	
1. ALPHABETIZATION	
2. CAN PRONOUNCE WORDS FROM DIACRITICAL MARKINGS	
3. CAN USE GUIDE WORDS	
D. INFORMATION FROM SEVERAL SOURCES -- REFERENCE MATERIALS	
1. CAN LOCATE INFORMATION IN THE ENCYCLOPEDIA	
2. CAN INTERPRET MAPS, GRAPHS, DIRECTIONS	
3. CAN USE CARD CATALOG TO LOCATE BOOKS IN LIBRARY	
4. CAN LOCATE INFORMATION FROM READER'S GUIDE TO PERIODICALS	
E. WORD MEANING	
1. CAN USE CONTEXT CLUES	
2. CAN KNOW DIFFERENT WORDS IN CONTENT AREAS	
3. KNOWS SYNONYMS, HOMONYMS, AND ANTONYMS	
4. KNOWS MULTIPLE MEANINGS OF WORDS	
5. HAS AN UNDERSTANDING OF FIGURATIVE EXPRESSIONS (ALLITERATION, SIMILE, METAPHOR, HYPERBOLE, PERSONIFICATION)	
6. HAS AN UNDERSTANDING OF ANALOGIES	
F. CAN ADAPT READING SPEED TO MATERIAL AND NEED	
G. ORAL READING	
1. CAN READ DRAMA AND POETRY WITH MEANING	
2. CAN READ ANY MATERIAL FLUENTLY	

SIXTH GRADE LEVEL READING SKILLS CONTINUED

	ENTER DATE
H. COMPREHENSION FROM STORIES READ OR TOLD	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	
I. STUDY SKILLS	
1. CLASSIFYING	
2. OUTLINING	
3. SUMMARIZING	
4. SYNTHESIZING	
5. SKIMMING	
6. SCANNING	
7. SQ3R	
8. NOTE-TAKING	
J. LISTENING SKILLS	
1. CAN FOLLOW ORAL DIRECTIONS	
2. CAN PUT EVENTS IN PROPER SEQUENCE	
3. CAN TAKE NOTES FROM ORAL PRESENTATION	
K. CAN VISUALIZE EVENTS READ OR TOLD	

OTHER INFORMATION

A. STUDENT'S INSTRUCTIONAL READING LEVEL

SEPTEMBER _____ JANUARY _____ MAY _____

School _____ Student's Name _____

READING SKILLS FOR GRADES 7-9
(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. VOCABULARY	
1. HAS ADEQUATE SIGHT WORD VOCABULARY	
2. ABILITY TO UNLOCK PRONUNCIATION OF NEW WORDS	
a. CAN USE CONTEXT CLUES	
b. CAN USE PHONICS SKILLS	
c. CAN USE PICTURE CLUES	
d. CAN USE KNOWLEDGE OF PREFIXES, SUFFIXES, AND ROOT WORDS	
3. CAN ATTACH MULTIPLE MEANINGS TO WORDS	
B. COMPREHENSION	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	
C. LISTENING SKILLS	
1. CAN FOLLOW ORAL DIRECTIONS	
2. CAN PUT EVENTS IN PROPER SEQUENCE	
3. CAN TAKE NOTES FROM ORAL PRESENTATION	
D. ORAL READING SKILLS - TO BE APPLIED TO	
1. PLAYS	
2. PARTNERSHIP READING	
3. SMALL GROUP INTERACTION	

READING SKILLS FOR GRADES 7-9 CONTINUED

SKILLS SEQUENCE

	ENTER DATE
E. STUDY SKILLS	
1. DEMONSTRATES ABILITY TO CLSSIFY MATERIAL AND IDEAS	
2. DEMONSTRATES ABILITY TO OUTLINE	
3. DEMONSTRATES ABILITY TO LOCATE INFORMATION	
4. DEMONSTRATES ABILITY TO USE TEXT AND REFERENCE MATERIALS	
5. DEMONSTRATES ABILITY TO USE SQ3R	
6. IS ABLE TO APPLY SEVERAL MNEUMONIC DEVICES	
F. RATE: CAN ADAPT READING SPEED TO MATERIAL AND NEED	
G. SUSTAINED SILENT READING: DEMONSTRATES ABILITY TO MAINTAIN SILENT READING ACTIVITY OVER A PERIOD OF TIME	
H. DEMONSTRATES THE ABILITY TO RECOGNIZE PROPAGANDA	
1. OVER GENERALIZATIONS	
2. MUD-SLINGING	
3. FALSE ASSUMPTIONS	
4. TESTIMONIALS	
5. PEER-GROUP PRESSURING	
6. SEPARATION OF FACT FROM OPINION	
I. SURVIVAL SKILLS	
1. DEMONSTRATES ABILITY TO RECOGNIZE NON-WRITTEN SIGNS	
2. DEMONSTRATES ABILITY TO INTERPRET AND FILL OUT FORMS	
A. DRIVER EXAMINATION	
B. SOCIAL SECURITY APPLICATION	
C. JOB APPLICATION	
D. VOTER REGISTRATION FORM	
E. INCOME TAX	
F. CHECKS	
3. DEMONSTRATES ABILITY TO READ AND UNDERSTAND	
A. LABELS ON MEDICINE AND GROCERIES	
B. RECIPES FOR FOOD AND FORMULA PREPARATION	
C. TELEPHONE DIRECTORIES	
D. CATALOGUES	
E. CONSUMER GUIDES	
F. BANK STATEMENTS	
G. TRANSPORTATION SCHEDULES	

School _____ Student's Name _____

READING SKILLS FOR GRADES 10-12

(BY END OF YEAR)

DIRECTIONS: IN THE COLUMN AT THE RIGHT, ENTER THE DATE ON WHICH THIS STUDENT REACHED A SATISFACTORY PROFICIENCY LEVEL (SUGGESTED PROFICIENCY LEVEL: 85%).

	ENTER DATE
A. VOCABULARY	
1. HAS ADEQUATE SIGHT WORD VOCABULARY	
2. ABILITY TO UNLOCK PRONUNCIATION OF NEW WORDS	
A. CAN USE CONTEXT CLUES	
B. CAN USE PHONICS SKILLS	
C. CAN USE PICTURE CLUES	
D. CAN USE KNOWLEDGE OF PREFIXES, SUFFIXES, AND ROOT WORDS	
3. CAN ATTACH MULTIPLE MEANINGS TO WORDS	
B. COMPREHENSION	
1. LITERAL -- "WHAT DOES THIS BOOK SAY?"	
2. REORGANIZATION -- "WHERE DOES THIS INFORMATION FIT?"	
3. INTERPRETIVE -- "WHAT DOES THIS BOOK MEAN?"	
4. EVALUATION -- "HOW GOOD IS THIS BOOK?"	
5. APPRECIATION -- "HOW DOES THIS BOOK MAKE ME FEEL?"	
6. APPLICATION -- "HOW CAN I APPLY THIS INFORMATION TO ANOTHER SITUATION?"	
7. INTEGRATION -- "WHAT DOES THIS BOOK REALLY MEAN TO ME?"	
8. CREATIVE -- "WHAT NEW IDEAS WERE SPARKED BY THIS BOOK?"	
C. LISTENING SKILLS	
1. CAN FOLLOW ORAL DIRECTIONS	
2. CAN PUT EVENTS IN PROPER SEQUENCE	
3. CAN TAKE NOTES FROM ORAL PRESENTATION	
D. ORAL READING SKILLS - TO BE APPLIED TO	
1. PLAYS	
2. PARTNERSHIP READING	
3. SMALL GROUP INTERACTION	

READING SKILLS FOR GRADES 10-12

	ENTER DATE
E. Study Skills	
1. Demonstrates ability to classify material and ideas	
2. Demonstrates ability to outline	
3. Demonstrates ability to locate information	
4. Demonstrates ability to use text and reference materials	
5. Demonstrates ability to use SQ3R	
6. Is able to apply several nmeumonic devices	
F. Rate: can adapt reading speed to material and need	
G. Sustained Silent Reading: demonstrates ability to maintain silent reading activity over a period of time	
H. Demonstrates the ability to recognize propaganda	
1. Over generalizations	
2. Mud-slinging	
3. False assumptions	
4. Testimonials	
5. Peer-grouping pressuring	
6. Separation of fact from opinion	
I. Survival Skills	
1. Demonstrates ability to recognize non-written signs	
2. Demonstrates ability to interpret and fill out forms	
A. Driver examination	
B. Social Security application	
C. Job application	
D. Voter registration form	
E. Income tax	
F. Checks	
3. Demonstrates ability to read and understand	
A. Labels on medicine and groceries	
B. Recipes for food and formula preparation	
C. Telephone directories	
D. Catalogues	
E. Consumer guides	
F. Bank statements	
G. Transportation schedules	

Motivational Strategies

THE TEACHER'S ROLE IN STUDENT MOTIVATION

Repeatedly research has demonstrated the significance of the teacher as a primary factor in student motivation. Since motivation is an internal thing, it is true that parts of it are beyond the focus of this section.

Of primary concern is the fact that teachers need to recognize their own strengths and limitations when working with problems of motivation in the classroom. Adult expectations regarding students' school behavior are so diverse today that it is imperative for teachers to clearly know and state in writing how they expect students to behave in their classes. Additionally, teachers need to have clear procedures in mind to follow when student behavior violates that expected. An example of a three-step discipline plan might include:

---conference with the student

---conference with the parent

---use of resources beyond the classroom such as counselor and/or administrators.

It is not enough to hope that students will improve their behavior with the passing of the year. A second step that we as teachers can take is to clarify behavior we are calling "motivation problems." To some teachers, a student asleep in the class would be a motivation problem. To another teacher a student's failure to bring pencil and paper to class is a motivation problem. Or does the teacher really mean there is a lack of parental support from home when she says "motivation problem?"

Once the specific student behavior has been defined, the third step teachers than need to take is to develop effective strategies to:

---abolish the behavior

---ease or lessen the behavior or

---learn to live with the behavior.

Brainstorming with colleagues in inservice about strategies is a helpful way of discovering how other staff members have dealt successfully with the problem.

It is important to recognize that there are some things we can do to deal with the student who appears to be unmotivated. We need to remain willing to try new procedures and to drop old ones that have proved ineffective with students. As much as possible we need to diversify our classrooms to meet the challenge of individual differences. And, finally, we need to involve students and parents not only by informing them of student progress but also by enlisting their support for goals and objectives.

WHAT IS A LOVING TEACHER?

The views of eminent educator and lecturer, Dr. Leo Buscaglia, on the question of 'What is a loving teacher?' may be summarized as follows:

--The loving teacher is a person who cares about herself and others and shows this by sharing herself with others.

--The loving teacher sees the wonder of being alive with all its pains and joys.

--The loving teacher recognizes the role that change plays in human development as well as in life circumstances.

--The loving teacher frees herself from labeling students and thus cruelly limiting their potential.

--The loving teacher recognizes her own limitations and is willing to risk being herself to her students.

--The loving teacher understands people's needs to be 'seen' by others, to experience achievement, and to be free.

--The loving teacher recognizes the responsibility of her role.

The teacher described above is truly motivated and, therefore, is able to motivate others.

READING RESOURCE MATERIALS

TOPIC: Motivation

PURPOSE: To develop students' desire to read for learning and enjoyment.

PROCEDURE: Some suggestions to develop a condition or feeling tone to enhance the students' desire to read.

1. DEAR - "Drop Everything and Read" (a schoolwide activity in which all adults and children stop for 15-20 minutes at an appointed time and read for pleasure).

2. Read orally to the students for fun after recess or whenever they need a break from the general routine. Read something the students have helped select.

3. Have a schoolwide poster contest with slogans and illustrations encouraging reading for fun. Judge the posters on originality and how well it illustrates the slogan, not solely on the art work. Emphasizing that the idea and design must be that of the student.

4. Promote reading certificates given by the State Department of Education to students reading twenty-five (25) books.

5. Promote, early in the year, the Sequoyah Book Award Contest and encourage students to read these books.

6. Encourage students to visit the public library as a class on a field trip experience and individually with their parents.

These ideas are part of the State Reading Section's Commitment to Reading motivational projects at the L.E.A.

Award Of Honor

Book Certificate Program

For the past two decades, the Oklahoma State Department of Education has encouraged recreational reading through offering a Book Certificate Program for elementary school students. Each elementary student who has read a minimum of 25 teacher-approved books is eligible to receive the Award of Honor Certificate. This award, pictured on the next page of this handbook, is printed on 7" x 10½" off-white parchment. Students may earn more than one Certificate during a given school year.

Elementary school principals may obtain the Award of Honor Book Certificates in the desired quantities by writing:

Accreditation Section
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

Department of Education
State of Oklahoma

AWARD OF HONOR

This Certifies That _____, *a pupil*

of _____ *School, Dist. No.* ____, _____ *County,*

has read, in a satisfactory manner, twenty-five books approved in the Reading Course for Elementary Schools, and merits this award.

Given at Oklahoma City, this _____ *day of* _____, *19*____

Justice Wilson
STATE SUPERINTENDENT

MOTIVIATIONAL SAMPLER FOR PLEASURE READING

1. Making a poster is an excellent way to advertise a book. For such posters, paint, crayons, paper sculpture, cut-out pictures, real materials, and other things can be used.

2. Construct a miniature stage setting for part of a story. You can make a miniature stage from a cardboard or wooden box. Discard materials and odds and ends can be used for backgrounds or props. Small dolls of various kinds, wire or pipe cleaners forms, or any other suitable ones can be employed as characters. Toys of various kinds are useful in creating such settings.

3. Make a large book jacket in any desired manner and write an advertisement to accompany it.

4. Prepare a monologue from the story.

5. Draw a series of original illustrations for a story, using any medium desired.

6. Write a movie script for a good action story and produce a "movie".

7. Children who read the same play or story can give a performance, such as a short play or pantomime.

8. Books on how-to-do or make things can be shared by giving a step-by-step demonstration of how to do or make something.

9. If a travel book is read, an illustrated lecture, using postcards, photographs, slides, pictures clipped from magazines, can be shown to the group.

10. A vivid oral or written description of an interesting character in a book makes other children interested in your book.

11. Writing or telling the most humorous incident; the most exciting happening; the most interesting event; the part I like best; or the saddest part makes a good way to "sell" the book to others.

12. Telling a story to a musical accompaniment of some kind gives a great deal of pleasure to the audience if the music and the story are selected carefully.

13. A pantomime cleverly acted out makes children guess about the story and then want to read the book.

14. Use the information in the book to make a scrapbook.

15. Plan a puppet show to illustrate part of the story. The puppets can be handmade or commercial.

16. Broadcast a book review to a radio audience. This can include music, sound effects, etc.

17. Dress as one of the persons in the story and tell what role he plays.

18. Plan a brief biography of a popular author and give sketches of his books.

19. Dress paper, cardboard, wire, rag, or other handmade dolls to resemble characters in the story. Write or tell the character's part in the story.

20. Make a miniature act to present a performance, using the theme of an interesting book.

21. Make a "talking mural". Paint a large picture; cut out holes for faces to look through. Become part of the "picture" as you dramatize an event in your book.

22. Make a map showing where the story took place.

23. Make a book jacket for the book with summary on inside flap.

24. Write one or two good riddles about your story. Give hints about where others can find the answers.

25. Make up a "lost and found" ad for a person or object in the story.

26. Prepare a puppet show using simple stick or paper-bag puppets.

27. Make models of things in the books such as airplanes, boats, rafts, etc.

28. Make a display which the book - for example, use rocks, shells, pictures of animals, etc.

29. Read an exciting or especially interesting selection orally.

30. Dramatize the story.

31. Tape-record the most exciting scene to play back for the class.

32. Create another ending for the story and draw a picture showing what might have happened.

33. Tell why you would like or dislike to live next door to the main character in the story.

34. Do a "chalk" talk. Use chalk and blackboard to draw important ideas in your story as you report to the class.

35. Give a written synopsis, but don't give away the climax.

36. Make a stand-up scene for the story -- peep box, diorama, or paper doll characters.

37. Compare this book with another you have read on a similar subject.

38. Read from your book orally, while others pantomime the action.

39. Use a map to show routes.

40. Make characters for each scene to use in a flannelboard story.

41. Construct a wire mobile to illustrate your book.

42. Conduct a scientific experiment associated with your reading.

43. Do a soap or balsa wood carving.

44. Send a letter to a friend to spread the good word about your book.

45. Write letters as if one characters was corresponding with another.

46. Point out parts in the story that show a character has changed.

47. Write a letter to one of the characters.

48. Give an account of what you would have done had you been one of the characters in the same situation.

49. Make up a conversation between two characters in your story.

50. Imagine a conversation between yourself and a character.

51. Prepare newspaper articles about the characters' activities. Include headlines and so on.

52. Hold a panel discussion when several students have read the same book or a group of similar ones.

53. Organize a pro and con panel made up of some students who liked the book and some who did not. Let one person represent the author. Try for an impartial chairman.

54. Have individual conferences in which students talk about favorite books with the teacher.

55. Appoint a committee of pupils who are avid readers to conduct peer discussions and seminars about books.

56. Hold a mock trial permitting the defendant to tell the story of a book of his choosing. The class renders decision on its merits.

57. Reproduce artist's interpretations of important scenes of slides for the whole class to enjoy.

58. Make brief oral talks -- limit five minutes each -- at an after-school Coke party or a meeting of a library club.

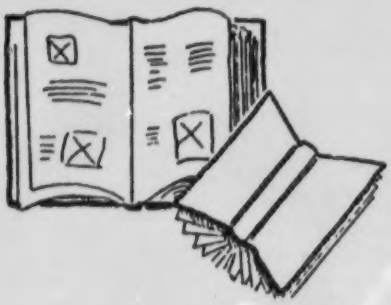
59. Get the plot down to a succinct nugget. It takes practice to do this in one paragraph.

60. Write a precis -- but don't do this too often. It can be dry as dust.

61. Compose a telegram, trying to give the essence of a book in 15 words. Then expand it into a 100-word "overnight" telegram.

62. Try your hand at a publisher's "blurb" to sell the book.

63. Read orally an interesting part, stopping at a strategic point.



1981-82 SEQUOYAH MASTERLIST

ADOFF, Arnold. Eats: Poems. Lothrop, 1979. $6.95. Gr. 3-6.

Poems that are calculated to make a guaranteed poetry lover out of everyone.

AVI. Night Journeys. Pantheon, 1979. $6.95. Gr. 5-7.

Orphaned Peter York aids two indentured servants in their flight to freedom, foiling his foster father's capture attempts.

BRENNER, Barbara. Beware! These Animals Are Poison. Coward, 1979. $7.95. Gr. 3-5.

Land and sea animals that use poison as protective or food gathering devices are shown in large detailed illustrations.

CALHOUN, Mary. Cross-Country Cat. Morrow, 1979. $6.95. Gr. 2-4.

Henry, left behind in a winter lodge, starts skiing home.

CLIFFORD, Eth. Help! I'm a Prisoner in the Library. Houghton, 1979 $7.95. Gr. 3-5.

Two girls are locked in a library with strange shadows and bumps in the night during a winter blizzard.

CONFORD, Ellen. Anything for a Friend. Little, 1979. $7.95. Gr. 5-7.

Wallis knew who she wanted as her new friends, but how could she be included in their group.

DEMUTH, Patricia. City Horse. Dodd, 1979. $6.95. Gr. 3-6.

Hannon, a horse, becomes a member of the NYC Mounted Police Force with his rider, Officer Mike.

DRAPER, Cena. The Worst Hound Around. Westminster, 1979. $7.95. Gr. 4-8.

Blue Dog may have been the best lookin' hound in Missouri, but he was the laughing stock of the entire county because he couldn't track any raccoons.

FLEISCHMAN, Sid. The Hey Hey Man. Little, 1979. $7.95. Gr. 3-6.

A thief steals pieces of gold entrusted to an elfin spirit of a tree.

GILBERT, Nan. Strange New World Across the Street. Avon, 1979. $1.50. Gr. 4-6.

Robbie considers his father's absorption in his work a negative factor in his attitude toward him until Robbie finds a dog and a hobby of his own.

GIFF, Patricia. Fourth Grade Celebrity. Delacourte, 1979. $6.95. Gr. 3-5.

Casey Valentine, suffering from a perfect sister, strives to become famous in school with surprising results.

HOWE, Deborah and James. Bunnicula. Atheneum, 1979. $7.95. Gr. 4-6.

Harold, the dog, and Chester, the cat, know that the vegetables do not have a blight that turns them white overnight, but that a rabbit is responsible for the malady.

LANDIS, James. Sisters Impossible. Knopf, 1979. $6.95. Gr. 4-8.

Younger sister, Lily, starts ballet lessons at the same studio as her embarrassed older sister, Saundra, but Lily soon helps her sister out in a very unexpected way.

McGOVERN, Ann. Shark Lady. Four Winds, 1979. $.96. Gr. 3-5.

Eugenie Clark, an ichthyologist, is knows for her research and practical application of her knowledge of a shark repellent.

MILLSTEAD, Thomas. Cave of the Moving Shadows. Dial, 1979. $7.95. Gr. 5-7.

Dissatisfied as the tribal sorcerer's apprentice, Kimba seeks to kill a mammoth, only to find his special abilities are as important as those of a hunter.

MOBLEY, Jane. Star Husband. Doubleday, 1979. $6.95. Gr. 3-4.

A Star sarrior grants the wish of a Plains Indian girl to wed him.

MUESER, Ann Marie. The Picture Story of Jockey Steve Cauthen. Messner, 1979. $6.95. Gr. 3-6.

Steve Cauthen's early positive mental and physical training created a basis for his meteoric rise as a jockey.

PRINGLE, Laurence. Dinosaurs and People. Harcourt, 1979. $6.95. Gr. 4-6.

MOTIVATION

Paleontology's beginnings as a science are traced from the early 1800's to the latest speculations that dinosaurs resembled birds and mammals in structure and physical make-up.

ST. GEORGE, Judith. Mystery at St. Martin's. Putnan, 1979. $7.95. Gr. 5-7.

When Ruth Saunders' father becomes a prime suspect in the appearance of counterfeit money, she starts an investigation of her own.

SEBESTYEN, Ouida. Words by Heart. Atlantic, 1979. $7.95. Gr. 5-8.

After Lena wins a school contest, she and her family confront prejudice with a strong, quiet strength.

SHURA, Mary. Mister Wolf and Me. Dodd, 1979. $5.95. Gr. 4-7.

The puppy Miles has raised is accused of slaughtering farm animals by an eye witness.

SLEATOR, William. Into the Dream. Dutton, 1979. $7.50. Gr. 4-8.

Paul and Francine had the same dream. When they see each other in the dream, they start searching for the small boy, the dog, and the glowing sphere.

WINTHROP, Elizabeth. Journey to the Bright Kingdom. Holiday, 1979. $7.95. Gr. 3-5.

After the loss of her eyesight, a mother loses her joy for living, until her daughter finds the mythical kingdom of mice.

This masterlist is not intended to be an automatic recommendation. Since selection policies vary greatly, you should apply your specific selection guidelines to each of the titles on the masterlist and purchase those which meet your policy.

THE CALDECOTT MEDAL BOOKS

1981 Fables. Arnold Label

1980 Ox-Cart Man. Donald Hall. (Viking)

1979 Girl Who Loved Horses. Paul Goble. (Bradbury)

1978 Noah's Ark. Peter Spier. (Doubleday)

1977 Ashanti to Zulu. Leo and Diane Dillon. (Dial)

1976 Why Mosquitoes Buzz in People's Ears: A West African Tale. Leo and Diane Dillon. (Dial)

1975 Arrow to the Sun. Gerald McDermott. (Viking)

1974 Duffy and the Devil. Margot Zemach. (Farrar)

1973 The Funny Little Woman. Blair Lent. (Dutton)

1972 One Fine Day. Nonny Hogrogian, retel. (Macmillan)

1971 A Story - A Story. Gail E. Haley. (Atheneum)

1970 Sylvester and the Magic Pebble. William Steig. (Windmill Books)

1969 The Fool of the World and the Flying Ship. Uri Shulevitz. (Farrar)

1968 Drummer Hoff. Ed Emberley. (Prentice-Hall)

1967 Sam, Bangs, and Moonshine. Evaline Ness. (Holt)

1966 Always Room for One More. Nonny Hogrogian. (Holt)

1965 May I Bring a Friend? Beatrice Schenk de Regniers. (Atheneum)

1964 Where the Wild Things Are. Maurice Sendak. (Harper)

1963 The Snowy Day. Ezra Jack Keats. (Viking)

1962 Once a Mouse. Marcia Brown. (Scribner)

1961 Baboushka and the Three Kings. Ruth Robbins. (Parnassus)

1960 Nine Days to Christmas. Marie Hall Ets. (Viking)

1959 Chanticleer and the Fox. Barbara Cooney. (Crowell)

1958 Time of Wonder. Robert McCloskey. (Viking)

1957 A Tree is Nice. Janics Udry. (Harper)

1956 Frog Went A-Courtin'. Feodor Rojankovsky. Retold by John Langstaff. (Harcourt)

1955 Cinderella. Marcia Brown. Retold from Perrault. (Scribner)

1954 Madeline's Rescue. Ludwig Bemelmans. (Viking)

1953 The Biggest Bear. Lynd Ward. (Houghton)

1952 Finders Keepers. Will Kipkind. (Harcourt)

1951 The Egg Tree. Katherine Milhouse. (Scribner)

1950 Song of the Swallows. Leo Politi. (Scribner)

THE NEWBERY MEDAL BOOKS

1981 Patterson, Catherine. Jacob Have I Loved

1980 Blos, John. Gathering of Days: A New England Girl's Journal. (Scribner)

1979 Raskin, Ellen. The Westing Game. (Dutton)

1978 Paterson, Katherine. Bridge to Terabithia. (Crowell)

1977 Taylor, Mildred D. Roll of Thunder, Hear My Cry. (Dial)

1976 Cooper, Susan. The Grey King. (Atheneum)

1975 Hamilton, Virginia. M.C. Higgins the Great. (Macmillan)

1974 Fox, Paula. The Slave Dancer. (Bradbury)

1973 George, Jean. Julie of the Wolves. (Harper)

1972 O'Brien, Robert. Mrs. Frisby and the Rats of NIMH. (Atheneum)

1971 Byars, Betsy. Summer of the Swans. (Viking)

1970 Armstrong, William H. Sounder. (Holt)

1969 Alexander, Lloyd. The High King. (Holt)

1968 Konigsberg, W.L. From the Mixed-Up Files of Mrs. Basil E. Frankweiler. (Atheneum)

1967 Hunt, Irene. Up a Road Slowly. (Follett)

1966 Trevino, Elizabeth. I, Juan de Pareja. (Farrar)

1965 Wojciechowsha, Maia. Shadow of a Bull. (Atheneum)

1964 Neville, Emily. It's Like This, Cat. (Harper)

1963 L'Engle, Madeleine. A Wrinkle in Time. (Farrar)

1962 Speare, Elizabeth G. The Bronze Bow. (Houghton)

1961 O'Dell, Scott. Island of the Blue Dolphins. (Houghton)

1960 Krumgold, Joseph. Onion John. (Crowell)

1959 Speare, Elizabeth G. The Witch of Blackbird Pond. (Houghton)

1958 Keith, Harold. Rifles for Watie. (Cromwell)

1957 Sorensen, Virginia. Miracles of Maple Hill. (Harcourt)

1956 Lathan, Jean Lee. Carry On, Mr. Bowditch. (Houghton)

1955 DeJong, Meindert. The Wheel on the School. (Harper)

1954 Krumgold, Joseph. And Now Miguel. (Crowell)

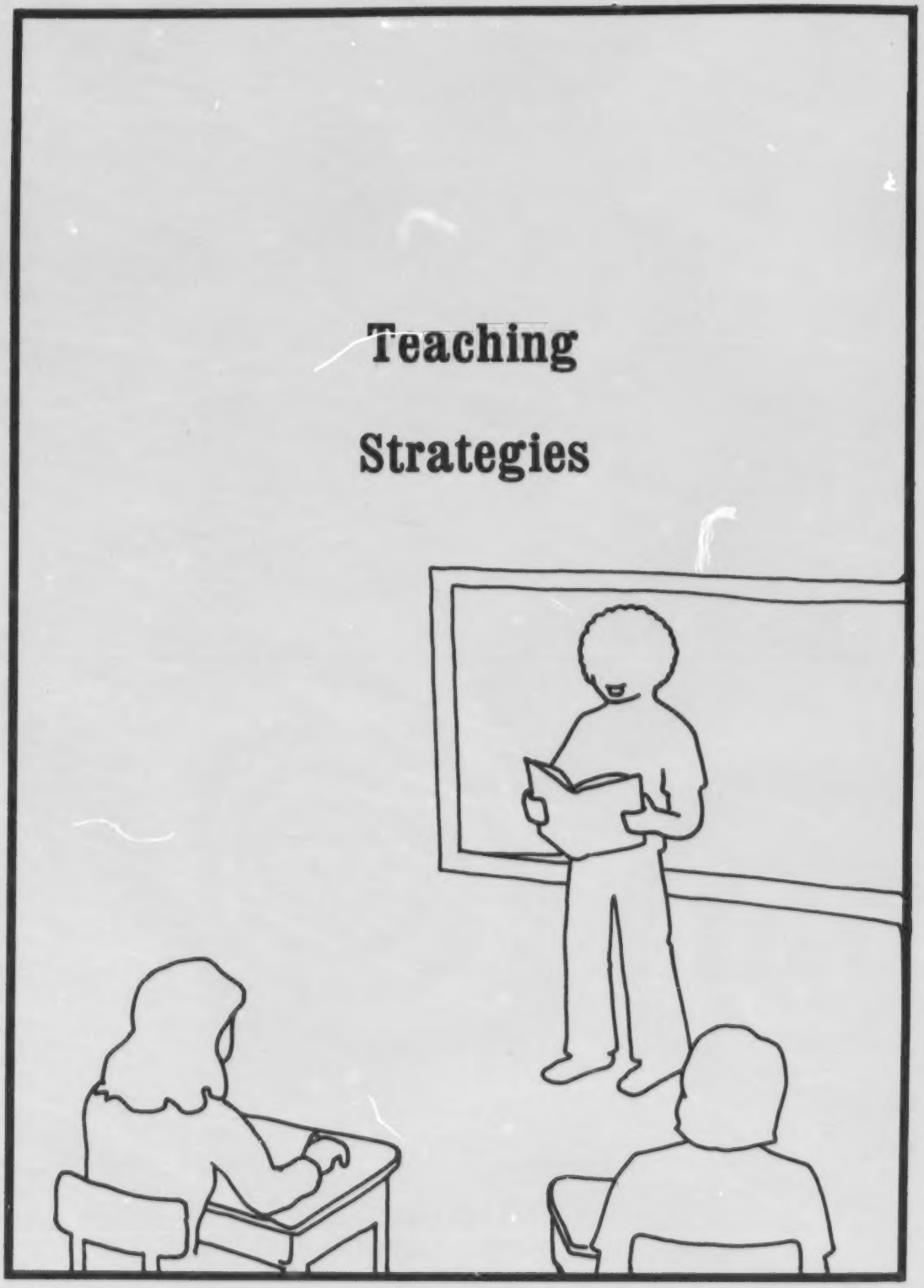
1953 Clark, A.N. Secret of the Andes. (Viking)

1952 Estes, Eleanor. Ginger Pye. (Harcourt)

1951 Yates, Elizabeth. Amos Fortune, Free Man. (Dutton)

1950 DeAngeli, Marguerite. The Door in the Wall. (Doubleday)

Teaching Strategies



TOPIC: Informal silent comprehension. Text from content textbooks (Grades 4-12)

PURPOSE: To provide the teacher with an instrument to assess how well students are able to read and comprehend the text.

PROCEDURE: This test can be given during the first week of school to the class as a whole.

1. Count a 500 word sample from the class text.

2. Prepare a set of questions as for any classroom quiz.

3. Establish a background for the subject area, orienting students to concepts and vocabulary in the passage.

4. After reading the passage, students are given a set of questions. Any student scoring 80% or better can handle the book.

5. For those scoring 80% or less, alternative measures should be used.

TOPIC: Learning Centers

PURPOSE: To provide another effective way to reinforce previously taught reading skills other than workbook pages or direct teacher instruction.

PROCEDURE: A learning center is a manipulative independent activity by which a student will practice using different reading skills. There are no grades and all centers are self-checking so that the correct answer is found immediately. Rules for the use of the centers must be made and enforced so that they can be used again for other children.

The following steps are involved.

1. Ten different learning centers are used every two weeks. A child does one center each day. The centers are assigned to each child.

2. Reading groups rotate between teacher instructed reading, seatwork, and learning center work.

3. Teacher organization of the learning centers is very important. When a center is needed on a specific skill the teacher will be able to find it easily.

4. One method is using a file box with index cards made for each skill area. As a center is made, the teacher will write down the type of center and a description of the center.

Commercial Publications

1. Carson, Patti and Deliosa, Janet. Stick Out Your Neck. Ohio: Carson-Dellosa Publications (1977).

2. Carson, Patti and Deliosa, Janet. Stick Out Your Neck Series:
All Aboard For Math Fun
All Aboard For Readiness Skills
Throw Your Whole Self Into Comprehension
Carloads of Creative Story Starters
Rolling Into Primary Comprehension
Ohio: Carson-Deliosa Publications.

3. Torgan, Harry W. The Reading Corner. California: Goodyear Publishing Co., Inc., Santa Monica (1977).

TOPIC: Developing Reading Centers

PURPOSE: To provide application and practice in reading skills.

PROCEDURE: The idea of classroom reading centers is neither new nor original. Many classroom teachers have provided interest centers of various types. Others have provided comfortable pieces of lounging furniture in nooks and corners of their classrooms where children could relax and enjoy a reading experience. A large rocking chair with a label, "Rock-N-Read", or perhaps a "Book-Nook" in the corner of the classroom with lots of books and a carpet pad can become very popular places in classrooms.

Where do adults do their reading? In a straight chair, or sitting at the kitchen table? Generally not. More than likely it is in a comfortable chair, lying on a couch, or propped up on a pillow in bed. Most adults seek a quiet, warm, comfortable atmosphere to enjoy reading. Children should be given the same opportunity.

Primarily there are three kinds of reading centers:

1. Special Interest Center: this center features a specific topic or subject for a specific length of time: for example, Indians, pioneers, sea life, etc. It will be built around a unit of study in social studies, science, music or other curriculum areas.

2. Diversified Center: this center has global appeal and contains a variety of reading materials that cover many interest areas, levels of reading difficulties, and forms of literature. No central theme is featured.

3. Combination Center: this center contains skill development games, word games, dictionary skill games, drills and all manipulative devices for skills practice.

One of the best ways to teach children to read is to get them to read. A good reading center can be an invaluable aid in achieving this objective.

I. Durr, William K. (ed.) Reading Difficulties: Diagnosis, Correction, and Remediation. Newark, Delaware: International Reading Association, August, 1975.

II. Reading Handbook, Little Rock, Arkansas: Arkansas Department of Education. 1977.

TOPIC: Parental Involvement

PURPOSE: To help parents become aware that the child's first classroom is the home.

PROCEDURE: Your child's learning experience can be enhanced by your enthusiastic involvement and extension of school activities.

1. Read to your child every day. Read with expression and enthusiasm.

2. Have your child read to you. It may be as simple as a cartoon strip from the paper or as difficult as the child chooses.

3. Take your child to the public library. See if your library has a "storytime". Encourage your child to get a library card of his own.

4. Set up a special place in your child's room for his own personal book collection. It might be a cardboard box, attractively covered with contact paper.

5. Give books as presents. Make an inscription of love to your child in the front of the book to give the gift added meaning.

6. Let your child see you read. It's contagious.

7. Let your child choose his own reading materials. Don't be surprised if they choose magazines, paperbacks, or even a comic book.

8. Support your child. Learning to read is not always easy. Praise your child for his successes. Help him with work he does not know. And BE PATIENT! You didn't learn to read overnight.

TOPIC: High School Developmental Reading Programs

PURPOSE: Today's reader is expected to have many skills and must practice them often. Ultimately the mature learner is responsible forhis/her own reading growth; however, as professionals we can provide students with an environment which will enhance the opportunity for development of lifetime reading capabilities.

PROCEDURE: The following four steps may promote reading skill development.

1. Primary consideration is the careful selection of specific reading skills to be covered during the year.

2. All materials (textbooks, machines, and dittos) need to be organized so that they can be identified under a specific skill.

3. A management system should be designed which provides for individual learning rates, specific skill development, and multiple kinds of teacher evaluation of student progress.

4. The daily schedule should offer the high school student a variety of learning activities as well as the opportunity to read for pleasure and information.

FURTHER INFORMATION: The following books are samples of those available for further information in the area of secondary reading:

I. Participating in Secondary Reading: A Practical Approach. Joseph F. Brunner and John J. Campbell

II. Teaching Reading in High School
Robert Karlin

III. Reading Strategies for Middle and Secondary School Teachers
Lou E. Burmeister

IV. Teaching Reading in Content Areas. Harold L. Herber

TOPIC: Reading Needs Assessment for Content-Area Teachers

PURPOSE: To aid teachers in content areas in planning and implementing procedures in their classrooms which will facilitate student learning.

PROCEDURE: Begin by answering and exploring the following questions:

_____1. What key concepts am I trying to teach this year about my subject?

_____2. By what methods can I most effectively teach the concepts I have chosen to emphasize this year?

_____3. What is the reading level of my textbook and other reading materials my students use?

_____4. What 'learning style' is typical of the student in my class?

_____5. How can I teach my students to adjust their reading rates, define their purpose for reading, and to increase their ability to comprehend in my subject area?

_____6. How can I "manage" my classroom more effectively (i.e., handle discipline, grades, absentees, and parental involvement)?

_____7. How can I make my subject more understandable, more interesting?

TOPIC: Reading With a Purpose in the Content Areas

PURPOSE: To provide the student with a framework for expository reading. To encourage teachers to use the directed reading steps in teaching content subjects.

PROCEDURE: The directed reading steps can be applied to the content areas. Using this approach gives the teacher and the student the opportunity to transfer the steps they are accustomed to in narrative reading to content reading.

The steps are as follows·

1. Establish background for the subject area the students are going to be reading about. Introduce vocabulary words in context; establish meaning through discussion and build concepts with the group.

2. Establish a purpose for reading. Through discussion, the students may provide their own purpose for reading.

3. Purposeful silent reading needs to be kept short enough so students can complete it in the amount of time appropriate to their abilities.

4. Questions over silent reading and/or oral reading to answer specific questions follow the silent reading. Summarization of the reading in the students' own words aids in recall.

Suggested Further Reading:

Hammill, Donald D. and Bartel, Nettie. Teaching Children with Learning and Behavior Problems. (Boston: Allyn and Bacon, 1978)

Smith, Charles. Reading in the Content Areas. Oklahoma State University, Unpublished document, 1980.

TOPIC: Teaching Left-to-Right Progression

PURPOSE: For many children, catching on to left-to-right progression of our written language is very difficult. Below are some tips for the child who is just beginning as well as for those who are more advanced.

PROCEDURE:

1. Establish a classroom rule requiring that a child's name appear in the upper lefthand corner of his work papers. The teacher may have to write the name until the child is able to do so himself.

2. Make two large posters, one with an arrow pointing left, the other with the arrow pointing right. Hang them in the front of the room, with the left poster at the far left and the right poster at the right. Let the children bring or cut out pictures of animals or people facing left or right to glue on the posters.

3. Cut an ample supply of arrows and with magic marker put the letters "L" and "R" on each arrow. Put on the corner of each child's desk as a reminder.

4. Play as many creative games each day as possible while lining up (eg., "Girls, line up to the left of the boys;" or "All green-eyed children line up on the right side of the hall").

5. Have children erase the board starting at the left and working toward the right.

6. Play a game by giving directions of left or right (eg., "Mary, hop on your left foot;" or "John, hop six times on your right foot").

7. Make a learning center out of a file folder with animal cut-outs on the left side of the folder. On the right, place items of food that animals like (a bone for a dog, etc.). Give the child a chance to feed the animals by moving them from the left to the right.

8. Have clay on hand. The children can "make" their names from left to right.

9. On a clothesline, have the children hang their art work in left to right order.

10. In a hanging shoe rack, place letters of the alphabet or small toys. Children must start at the left to remove the objects, naming them as they work toward the right.

11. Use a calendar in your classroom as a left-to-right teaching tool. Point out that the days are recorded from left to right.

12. Play any game of your choice. Pupils who make a correct response go to the right of the room, and those who miss go to the left.

13. Distribute drawing paper and show how to fold it into a series of squares. Have them make a potato print in each square. Make sure they work from left to right in each row.

TOPIC: Reading Through the Modality Approach

PURPOSE: Students have greater success when their abilities and learning styles are compatible with the requirements of the program.

PROCEDURE: Children learn through a variety of approaches. Each child is stronger in one modality or combination of modalities than in others. There are three sensory channels, or modalities, through which an individual receives and channels information: auditory, visual, or kinesthetic tactile.

If modality classification is to be used, group and individual screening should be done. There are essentially four types of programs used in teaching reading through modalities.

1. Intensive Phonics: This teaches isolated sound-symbol associations and requires a high degree of auditory and visual discrimination and memory. This approach requires the most auditory-visual input from students.

2. Analytic-Gradual Phonics: This approach begins with sight words in contextual settings and gradually introduces phonics. It requires stronger visual skills and the auditory skill is minimized.

3. Linquistic: Word patterns are the basic units of instruction. Letter names are taught and spelling patterns of word families are accumulated. There is a high degree of repetition of patterns and skill development is slow. This approach requires the least amount of auditory ability and an average amount of visual ability.

4. Language Experience: The learner's own language provides the basic unit of instruction in this method. It develops an understanding of the relationship between spoken and written language. This program would be best for students with low audiotry and low visual skills.

I. Model Programs

   1. Blackwell Public Schools, Dorothy Young, Reading Coordinator, Blackwell, Oklahoma

   2. Enid School District, I-57, Enid, Oklahoma

II. Articles

   1. France, Ruth A., Key Communication, The Economy Company, 1901 N. Walnut, Oklahoma City, Oklahoma (October 1980)

TEACHING STRATEGIES

TOPIC: Reading and the Visually-Impaired Student in the Regular Classroom.

PURPOSE: To adapt the reading program in a regular classroom to accommodate the student with severe to profound visual impairment. (Note: This does not pertain to braille readers.)

PROCEDURE: Since 85%-90% of all learning is visual, it is important for the classroom teacher to be aware of the special needs of the student whose vision is impaired enough to need special attention and materials in order to keep up with his sighted peers. There are several things the teacher can do to prepare herself and her other students to aid in maximizing the educational experience of the visually-handicapped student.

1. Be aware of the extent and etiology of the visual loss so as to know how much modification is necessary.

2. Inform the other students of the handicapping condition and prepare them for dealing with the exceptionality. This can be done with questionnaires, class discussions, resource persons, experiences simulating the type of impairment, therapeautic reading related to visual disabilities. Encourage group acceptance of the visually-impaired student as a normal, healthy peer who just happens to have poor vision. Recognize that visual loss is not just an inconvenience -- it is a serious handicap.

3. Be alert to the size of print utilized. Use the smallest print the student is confortable with (his residual vision will not be threatened, but watch for signs of fatigue). When necessary, use primary print typewriter; when using dittoes, cover with a sheet of yellow plastic to darken the print. Note special lighting needs--some students need more light, while others are sensitive to too much light. Write for a catalogue from the American Printing House for the Blind to see if the basal series currently being used in your classroom is available. Utilize the Oklahoma Library for the Blind for recreational reading and talking books. (See bibliography)

4. Don't assume that because a student has poor vision that he will be an auditory learner. Also, he may need more time to finish assignments. When speaking to him, always call him by name--he will not be able to see you point or nod your head. Encourage him to use his vision to the maximum, and include him in all class activities.

I. American Printing House for the Blind
1839 Frankfort Ave.
Louisville, KY 40206

II. American Foundation for the Blind
15 W. 16th Street (Booklet "When You Have A Visually Impaired
New York, N.Y. 10011 Child In Your Classroom"-50 copies free)

TOPIC: Textbook Evaluation

PURPOSE: To help teachers evaluate textbook materials.

PROCEDURE: The Textbook Section operates under Article XVI of the Oklahoma School Laws and the policies of the State of Education, passed in 1948.

The State Textbook Committee is composed of 13 members appointed by the Governor (two from each Congressional district and 1 lay person at large), who make the final selections. The committee selects no more than 10 books in any subject area for a 5 year period. Any series that is not chosen for adoption by the committee must wait a five year period to place a bid for consideration. Each textbook member selects local committee members who will conscientiously review the content of all the books that are up for adoption.

After the Textbook Committee voted upon 10 series of books to be placed on the official Textbook List the responsibility of selecting books then rests with each local district.

In the local districts, teachers need to get involved in evaluating each textbook.

1. In reading, check the scope and sequence of skills, and the approach to reading. Is it a phonetic, auditory, visual, or kinesetic approach?

2. See that the teacher's guides are clear, comprehensive and easy to use. Check the lesson plans to see if they are simple and concise.

3. Do a readability on all books to make sure the books are on grade level.

4. Does the book provide a flexible management system that allows the teacher to give maximum attention to individual difference.

5. Are provisions made for developmental teaching and for diagnosis and prescription to meet specific skill deficiencies?

6. Make sure the books provide early, intense, comprehension strategies beginning at the readiness level.

7. Check to see how many, if any, supplementary materials need to be purchased to go with the basal program.

TOPIC: Reading for the Limited English Speaker

PURPOSE: To utilize methods of teaching reading in English which recognize and control foreign language interference in the acquisition of basic reading skills.

PROCEDURE: The teaching of English to speakers of other languages is steadily becoming a priority throughout the state, with approximately 8,000 non or limited English speaking students presently in need of assistance. Although 80% of these children will be Spanish-speakers, some classrooms are presently serving multi-cultural/multi-lingual needs, using a transitional format.

In Oklahoma, as throughout the nation, reading in the English language underlies every academic area. Reading teachers spend a considerable amount of time in the setting of realistic goals for students.

Several approaches may be used with children in the attempt to realize these goals.

1. Teachers often concentrate on reading instruction by stressing decoding skills. However, the teaching of phonics assumes that a child can hear the sounds of a language and that he can recognize and name letters of the alphabets and sound systems that are diametrically opposed to those in English. To expect such a student to meaningfully associate each English sound with its symbol might be seen to be less than realistic.

2. Many teachers often try a sight vocabulary approach. Although for most readers it has been shown that it is easier to recognize a word through its global configuration, for the bilingual student this may be an unsound approach. To be able to recognize vocabulary presented, the child must be able to associate meaning to the printed words. However, since he often cannot even perceive its shape, and even eye-movement must sometimes be reversed or otherwise retaught, it's doubtful he will be able to attach any real meaning to the vocabulary being presented.

3. Studies seem to indicate that the reader depends upon grammatical clues to assign meaning to words, phrases, sentences, and paragraphs. It is, therefore, obvious that the student reading in a new, inadequately mastered language, and who is largely ignorant of its cultural subtleties, is seriously handicapped. This lack of

vocabulary, and the inadequate mastery of grammatical structures will greatly impede his rate of comprehension.

4. Until the child, through the use of a sound oral English development program, can understand and speak enough of the second language to understand what he is "reading", he should be spared formal instruction through either the phonetic or sight approach. One sound method to follow with these students in the initial phases or reading instruction would be the language experience approach.

SUGGESTED FURTHER INFORMATION:

Mewhort, D. J. K. "Familiarity of Letter Sequences Response Uncertainty, and the Tachistoscope Recognition Requirement," Canadian Journal of Psychology, Vol. 21 (1967).

Modiana, Nancy. "Bilingual Education for Children of Linguistic Minorities," America Indigena, Vol. 28 (1968).

TOPIC: An Experience in Enhancing Self-Concept

PURPOSE: To create an environment of trust and support so that children can feel secure enough to take risks in self disclosure activities which can greatly aid in the development of positive self-concept.

PROCEDURE: It is felt by many that one of the best methods for creating an environment which enhances one's appreciation for and acceptance of himself is the mutual self-disclosure activity. As students share a part of themselves with each other, the risk intensity will tend to decrease as the feelings of support and trust increase.

I would suspect that an activity of this nature could be used with any age group, for there are indications that most self-concepts are in need of enhancement at one time or another.

1. Ask the students to sit in a circle and tell them that each will have a specific amount of time in which to give an autobiographical sketch.

2. A student or someone with a second-hand on his watch is chosen as the timer for the activity and he/she will determine the amount of time for the sketch.

3. Ask students to share important experiences throughout their lives which they consider of importance in the sense that they have left a strong impression on their personalities. A teacher or leader may want to be first and then flip a coin to determine whether to proceed clockwise or counter clockwise around the circle.

4. After the sketches have been shared, group members should be asked if they would like to go around again and share things they remembered as others were talking. Facilitators should take advantage of opportunities to point out common activities in the experiences of the student.

USEFUL BOOKS TO READ:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. Prentice-Hall, Inc., Englewood Cliffs, NJ, 1976.

Cratty, Bryant J. Learning About Human Behavior Through Activity Games. Prentice-Hall, Inc. Englewood Cliffs, NJ, 1975.

Samuels, Shirley C. Enhancing Self-Concept in Early Childhood. Human Science Press, 1977.

TOPIC: Language Experience

PURPOSE: To utilize a child's own language and background of experience in order to develop his reading ability.

PROCEDURE: When this approach is used with beginning readers or with other readers who are making a slow start, it helps children to understand the relationship between oral language and reading. Using their own language to tell of their experiences, seeing their language recorded, and reading their language helps children to feel comfortable with written language.

This approach may be used with individual children or with groups. The following steps are involved.

1. Use some personal or group experience for a starter. If necessary, provide an experience such as bringing an interesting object to class, taking a walk, seeing a school program, etc.

2. Lead the children to talk about the experience. Ask leading questions, if necessary, but avoid "putting words in their mouths." Help them achieve some appropriate organization by asking "What happened before that? "What did we do? What else do we need to say?", etc.

3. Record sentences as they are dictated. It is advisable to correct for subject verb agreement and other major grammatical structure as dictation is recorded. The children's sentences are simply restated as recording is done.

4. Help children read what has been written. After they have read this material as a unit several times, the children may be given questions or purposes leading to the location of specific sentences for reading.

SUGGESTED FURTHER INFORMATION:

I. Publications of Governmental and Educational Agencies
   1. Teaching Guide for the Language Arts, Oklahoma State Department of Education, 2500 North Lincoln, Oklahoma City, Oklahoms 73105 (1978)

II. Commercial Publications
   1. Dunkin, Delores. Children Who Read Early. New York: Teacher's College Press, Columbia University (1979)

TOPIC: Motivation through Listening

PURPOSE: Using popular music to increase comprehension in children reading ability.

PROCEDURE: Pick out the most popular records that are currently playing. Make a unit of listening skills that you want to reinforce. For example: contractions, vocabulary, initial consonants, listening comprehension, synonyms, antonyms, proper nouns, common nouns, vowel identification and rhyming words.

ACTIVITIES: Crossword puzzles, hide-a-word, comprehension worksheet, listening comprehension, finding the missing vowels, and alphabet practice.

Example 1 - Listen to the record "Keep on Lovin' You" and write down as many contractions as possible. On a worksheet, name the two words the contractions stand for and name the missing letters.

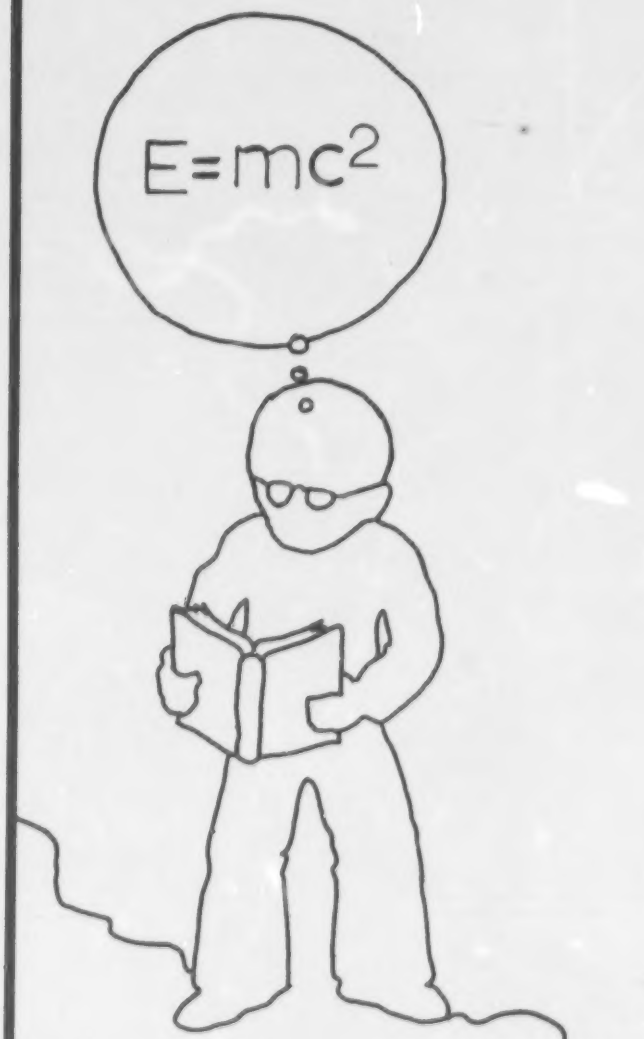
Should've	Should have	h, a
I'm	I am	a

Example 2 - Listen to "Devil Went Down to Georgia". A worksheet that has preciously been reproduced has a list of words with only the consonants listed. The children listen to the record and put in the vowels.

G _ _ r g _ _	m _ _ n t _ _ N
D _ v _ l	f _ n g _ e t _ p s
l _ _ k i n g	J _ h n n _

Example 3 - Listen to the record "Cryin" by Dan McLean and have the children count the number of times they hear they word "cryin". As each child finishes counting, s/he is to write the numeral representing the total. Using that numeral as the starting-point for a drawing, s/he illustrates the main idea of the lyrics.

Reading In The Content Areas



INTRODUCTION TO READING IN THE CONTENT AREAS

Those learning/teaching strategies necessary for students to be able to deal with all kinds of printed material may be called "reading in the content area." Most all teachers will agree that students must deal with written material to understand the concepts content-area teachers feel are important.

One problem, however, is that in today's junior and senior high "average" classrooms it is not unusual to find a ten-year spread in student's reading abilities. Additionally, not all students are able to learn by the lecture/listen method because of differences in their learning styles. Student performance is further affected by the wide variety of background experience and the varying degrees of interest in the subject matter that students bring with them to the classroom. These factors accentuate the need for alternative learning/teaching strategies.

Therefore, when planning lessons, content area teachers need to consider the following questions:

--- What kind of background information does my student have about my subject?

--- Does my classroom offer a variety of materials to accommodate students at all reading levels?

--- Does my classroom offer learning opportunities for kinesthetic as well as visual and auditory learners?

--- To fill in the "motivation gap" apparent in so many classrooms, have I implemented strategies to actively involve students in the concepts to be learned?

--- Do I have a fair system of evaluation which offers students frequent feedback about their grades?

The following pages offer practical strategies which have been used successfully by classroom teachers. These suggestions may need to be modified to meet the requirements of your own classroom situation.

READING IN THE CONTENT AREAS

Classroom Strategies for Teaching the Less Able Reader

The content area teacher is known as an expert in his/her chosen field. Based on extensive knowledge and a background of experiences, s/he knows the vocabulary, the skills and the concepts of the subject better than the reading teacher. For this reason, s/he is best able to provide help in the content area to those students with reading problems. With the less able reader it becomes necessary, however, for the content teacher to approach the teaching of content from a less advanced and more basic level than is appropriate for the average or above-average reader. The teacher needs to identify techniques which can help to alleviate the problems the printed page poses for these students. This involves the realization that all students cannot benefit from one mode of instruction and, therefore, a variety of instructional techniques are needed to permit all students to benefit from the class. Reading and guidance personnel can be invaluable resources in helping to determine the special needs of individual students.

Teachers can assist the less able reader by making use of the following suggestions and teaching techniques that best fit the situation and meet the needs of their students. Although suggestions listed here focus on the less able reader, the techniques are beneficial for students.

1. STUDENT READING ABILITY

   Obtain a reasonably accurate idea of each student's instructional reading level. This can be done by checking with the guidance counselor or reading teacher for current results of an Informal Reading Inventory or by administering a Textbook Usage Inventory in the classroom.

2. TEXTBOOK READABILITY

   Know the readability of the textbook. Try to provide the less able reader with reading materials at his/her instructional level. The availability of good textbooks at different readability levels is increasing. There are also supplementary books, paperbacks, magazine articles, and newspapers that can be used in content areas. The librarian is an invaluable resource in obtaining materials on a variety of reading levels.

3. INTRODUCING THE TEXTBOOK

   Take time to introduce the text and discuss how it may be read effectively. Point out how the table of contents is organized, how to use the index, glossary, lists of maps or other aids, and what special study aids the author has provided to help students study more effectively.

4. INTRODUCING VOCABULARY

Vocabulary words often present major problems for the less able reader. Introduce new words in the context of the sentences in which they appear. Have students pronounce the words, discuss the influence of prefixes, roots, or suffixes, look for context clues in the sentence that aid the grasp of meaning and note how the glossary may be used when in doubt about the meaning. If the spelling of the new word is likely to pose a problem, discuss the part of the word which is most likely to be misspelled. The word can be divided into syllables and this part circled for special attention.

5. PREVIEWING THE LESSON

Prepare students to read assigned materials by previewing the lesson.

a. Read and discuss the chapter title and subtitles.

b. Point out the purpose and information provided by visuals.

c. Read introductory paragraphs together to discover what information the author intends to present.

d. Reading concluding summary paragraphs (if available) in order to determine the major ideas in the assignment. Preview the questions at the end of the chapter to set purposes before any silent reading is initiated.

6. UNIT OR TOPIC SUMMARY

To avoid frustrating and discouraging the less able student, a summary of a unit or topic can be used to alleviate the extensive reading assignments. The teacher, a volunteer or gifted students can write a condensed version of a particular unit or chapter including terminology and the major points and concepts. These summaries can be typed on large index cards for easy filing and quick access or dittoed as a handout. The student can refer to the summary when studying the text, answering specific questions or preparing for a test.

A variation of this approach is summarizing a book in English class. Using paperback books, the teacher can distribute separate chapters of the book for discussion. Each student is given a different chapter of the book on which to prepare a report. This lessens the reading load for the less able reader and yet the whole book is read and shared as each student (in sequence) summarizes his/her section orally for the class. The purpose of this activity is to develop comprehension, reading for ideas and verbal communication.

7. DIFFERENTIATED STUDY GUIDES

Study guides can be a valuable tool for the less able reader. Depending on the student's ability to read and comprehend the textbook, several methods to develop study guides could be employed. The student can be given the same guide used by others in the class with the addition of specific notations as to the page, column and paragraph numbers in which answers to questions can be found. This relieves the student of part of the load of reading which s/he may not be able to handle.

An entirely different study guide can also be designed with emphasis on simplicity and the types of questions the student can handle. Questions above the literal level may be designed with some added background or leads to help the student go beyond the facts stated in the text.

If the student is unable to read the text, a study guide could be designed referring him to supplemental materials on a parallel topic at his reading level or to a filmstrip, atlas or other material s/he could review and report orally to the class. This would provide the information for which s/he was responsible and the student would be able to add to the class discussion. This type of assignment permits the student to be a contributing member of the class. Although s/he may not be able to read the text, the ability to participate in the discussion amy be one step in directing his/her attention to discussion form which he can learn the content.

8. CHAPTER OUTLINES

Teachers can help the less able reader by preparing brief and simply worded outlines of the main ideas which s/he wishes students to grasp from an assignment. These can be coded to refer to speical illustrations, maps, graphs or short passages in the text which the student can comprehend. This relieves the student of the burden of extensive reading but still provides opportunity for the student to grasp the important points. Dittoed outlines of a class lecture which students can follow as the teacher talks are also helpful. Some details can be left blank to be filled in by the student but the major topics should be given.

9. IN-CLASS GROUPING

As teachers become aware of specific weaknesses, students can be organized to provide an opportunity for small group instruction. As other students are working on their own, the teacher can work with a small group, or assign a better student to a group, to discuss a particularly difficult concept or to demonstrate a specific skill.

10. LEARNING CENTERS

When supplementary materials are available and space permits, learning centers can be set up for practice in a given skill or for indepth exploration of a topic. Audiovisual alternatives to reading such as filmstrips and tapes can be included.

Often, however, space does not permit permanent centers in the middle or secondary classroom. In this case, the same purpose can often be achieved by designing a variety of activities, each in its own file folder, housed in a large box.

The teacher who wishes to try this approach should select one chapter, unit or concept to be explored--perhaps one with which students experience difficulty each year. Ample time should be allowed to prepare for this project. Design activities on varying levels of difficulty. Each activity could be placed in a folder, color-coded or numbered to indicate the level of difficulty--easy, average, challenging. Be careful that each activity contributes to one or more of the goals for instruction identified for that unit. Opportunities should be provided for students to share their activities with the rest of the class so that all benefit. These can be designed to permit both individual and group work, and if they are designed as short-term activities, each student can complete several.

11. LEARNING GAMES

The purpose of learning games is to reinforce skills and promote interest, thereby enhancing the learning process. There are many types of games and activities that can be adapted and restructured to situations appropriate to age level and content areas. Teachers sometimes feel that games are too time-consuming in view of the demands of the course. If learning games are carefully constructed to provide reinforcement of content or skills in a "fun" format, they can often enhance the ability of all students, and especially of the less able student, in learning specific content or skills. Several examples are given below. Teacher imagination can provide many others and the Journal of Reading published by the International Reading Association, often presents games for varying content areas.

Password

This game can be used to reinforce and review the vocabulary which has been taught during the unit of study. The teacher should devise a list of the words for review. Teams are chosen by the teacher to ensure that both the able and the less able readers are represented on each. Each team sends one person to the front to get the same mystery word. The team

representative gives a clue to his team which must confer quietly and let one member guess the word. If the answer is incorrect, the team 2 representative gives a word clue to his team. Again they confer and one member announces their guess--and so on until the word is guessed. When guessed a score is given--10 points for one clue, 9 points for two clues, etc. When the meaning is guessed, the opposing team begins the next round. Each team sends a new representative forward for each round. The opportunity to confer with team members and to discuss guesses benefits the less able reader as s/he participates and listens to others.

Jeopardy

This game is a fun way to review for a test. Students work in groups comprised of both able and less able readers. The teacher prepares a list of answers to questions s/he wishes to review. (This is a good way to review objective test items.) The answer is read to the class. Each team confers to decide what the question would be. The teams should be provided with different noise makers--a clicker, bell, whistle, etc. The first one to signal has a chance to answer for 5 points. If the answer is incorrect, team 2 can answer for 4 points and so on. The less able reader benefits by his involvement in devising questions and the discussions of the content among team members. Involvement in using the sound makers to announce answers will help the less able reader feel that s/he is providing positive contributions to the team effort.

12. DIFFERENTIATED ASSIGNMENTS

Make adjustments in the length of the reading assignments. Research shows that the student with reading difficulties spends 10 to 15 times more time reading an assignment than the average reader. The student becomes frustrated and discouraged if expected to read an excessively long selection.

Differentiated assignments can be made so that the poor reader can concentrate on selected short sections delineated in a study guide outline, consult visual aids such as maps, graphs, and illustrations, concentrate on selected section summaries, or read parallel information in easier sources such as magazines, easy-to-read biographies or other library materials, pamphlets, etc. These students might also be asked to preview a filmstrip and report to the class in lieu of a reading assignment.

13. USE OF "HANDS-ON" ACTIVITIES

A student who has difficulties succeeding in the academic areas is often creative with his/her hands. The less able student can use hand skills and artistic talents to illustrate a concept, topic or unit of study in the content area. Instead of reading, which can be over-powering and self-defeating to the less able reader, capitalize upon the learner's other skills and permit him/her to best utilize the time and effort by constructing a project. This approach provides positive reinforcement since the student becomes a contributing member of the class.

For example, in science, a less able reader might form a team with a competent reader and draw a diagram explaining how water is purified based on information provided by the competent reader. The student learns the process while working on the project and at the same time uses his/her artistic talent. A social studies student might work with a good reader on constructiong a project or a map depicting the area of study. The better reader helps contribute the knowledge needed from the text to design and build the project. In this way the less able reader understands the content and makes a worthwhile contribution to the class.

14. PEER TUTORING

The less able reader is often the student who has been continually frustrated by his/her inability to read the text and who, therefore, has withdrawn from participation in classes where involvement is a prerequisite for success. Teachers can often assist this student by pairing him/her with a better reader during in-class reading times. Together they can read the material, question each other, or answer questions posed by the teacher. When the students are willing, arrangements can sometimes be made during study halls for pairs of students to work together on an assignment. Careful grouping of students in the classroom for discussions of major ideas in an assignment can often benefit this student as well. Specific objectives should be mutually agreed upon and understood by both teacher and students.

15. ROLE PLAYING

This technique can be used to make an assignment come alive. It should follow a thorough discussion of the personality, the environment and situational background to be depicted. When these elements are well addressed, the less able reader is often able to relate to the active format of role playing. Obviously, this should be a voluntary activity as not all students feel comfortable performing before the class. Since better students often volunteer more quickly, the teacher might approach other less able students individually.

16. TESTING

It is important that teachers ask themselves the reasons why they give tests. The answer to this question will influence their approach to testing student achievement in the classroom. They need also to be aware of the philosophy of education which their school system espouses and its influence on their evaluation of student performance.

There are two possible answers to why tests are given. They may be given to measure student progress against criteria of achievement which must be attained by a student in order to meet the course requirement. In this case, one test form would be administered to the whole class regardless of ability levels.

Another use of tests would focus upon evaluating student achievement in relation to individual abilities. This focus would provide for differentiated testing to allow for the variations in student ability. In this case the less able student would be given tests appropriate to his level of ability which would differ from those tests given to the average or above average student.

The less able reader is often at a loss in testing situations. His/her problems are multiple. S/he is often

* unsure of what will be on the test,
* unable of read the test well enough to respond adequately,
* unversed in study skills needed to organize well for review, and
* unmotivated because of a history of test failures.

For these students tests are often a measure of their lack of the above skills, rather than a test of what they are capable of learning.

There are a number of approaches which the content area teacher can utilize in meeting the testing needs of the less able student. Much depends on his/her answer to the question of the purpose of testing. If the purpose is the measurement of student achievement against a set of criteria for success using one total class instrument, the following should be considered.

a. Utilize every opportunity to provide extensive classroom discussion to meet the needs of the student who cannot read the textbook effectively.

b. If classroom lectures are given, provide the less able readers with dittoed outline (in simple vocabulary) of the whole lecture or at least the main subdivisions. Let them be able to concentrate on listening to what is said, with a minimum of writing required. Be sure to emphasize clearly each detail to be filled in as you follow the outline.

c. Provide films, filmstrips and other visual aids whenever possible accompanied by discussions of the points they clarify. This can assist the less able reader to visualize content, thus enhancing retention.

d. Provide clearly written study guides in simple terminology to guide the less able reader's studying. These will require extra time to prepare. However, once done, they can be used in subsequent years and their benefit to the less able reader cannot be overemphasized. These could take the form of questions with page, column and paragraph notations for the answers or may be a simple paraphrasing of the main content to be covered.

e. Provide time for students to review the chapter together. Groups can be used or a better student can be paired with the less able reader.

f. For students who may have trouble reading the test questions, provide a cassette tape with the questions (and clarifying directions, when necessary) or make arrangements for the questions to be read to the student. A small group with a volunteer in the library is an option.

g. Circulate around the room during the test, watching students who have difficulty and stopping to check on their progress and understanding of the test directions and questions.

h. When the tests are returned, carefully review all answers to show students where they were wrong and how to improve their study skills to cover the types of information missed. Direct references to the location of the answers to problem questions are often helpful.

If the purpose of testing is the evaluation of student achievement in relation to his/her individual abilities, differentiated testing might be considered. This can be pursued in a number of ways.

a. Teacher-made Tests

Teachers can devise separate test forms for the less able reader. The content being tested would be the same as for other students, however, simpler vocabulary would be used in the directions and questions. Questions would focus upon the major points of emphasis and be fewer in number. and questions would focus upon comprehension levels and skills with which these students can cope.

b. Student-made Tests

Teachers can obtain added insight into student testing preferences by letting the students design a chapter test. In this process, students are grouped according to their ability--so that the less able readers are working together. Be sure, however, that there are some students in this group who can read the text.

To provide differentiated testing, test items could be taken from the examples provided by the less able readers. If the teacher wishes to also add his/her own questions, this should be made clear from the beginning. Perhaps only one section of the test would be comprised of student time.

One value of this activity is the insight it gives the teacher into the testing perceptions of the less able reader. If the teacher successfully stresses the need to avoid too hard, too easy or tricky questions, the students will also gain insights into the types of questions with which these students feel most comfortable and with which they are most likely able to cope.

17. USE OF TAPE RECORDERS

Teachers can find that the tape recorder is an invaluable tool in meeting the needs of the less able reader--particularly for the student who cannot read the text or whose reading is so laborious and slow that s/he cannot effectively cover a given assignment. Enlist the assistance of good student readers or adult volunteers. Have the volunteers read the textbook chapters onto tapes. Students with reading problems can be given special study hall passes which will permit them to go to the library individually or as a group during their study hall to listen to the tape. It should be a requirement that they take their books with them and follow in the text what is being read. This permits the poor reader to still cover the material assigned and to take part in classroom

discussions which follow. If chapters are assigned in sections it would be wise to plan the taping with a counter designation for the number on the tape where each section begins.

18. OVERHEAD PROJECTORS

The use of the overhead projector can be of great assistance to the less able reader. These students often have difficulty taking notes because of their inability to write easily and clearly, to spell, or to visualize the organization of what is being said. By using previously prepared guides or by writing outlines as s/he talks, the teacher can remove one of the major barriers these students encounter when asked to take notes.

The overhead projector is a valuable tool for introducing vocabulary and for reinforcing ideas presented during discussion sessions. Relationships among ideas or events can often be illustrated with diagrams.

19. GUEST SPEAKERS

The less able reader often finds it difficult to find meaning in what is being studied. The student often feels that school is unrelated to the "outside" world and hence lacks motivation. Many classes lend themselves to use of guest speakers from the community. These resource people can often provide the much needed link between the classroom and future application of what is being learned.

20. SPECIAL MATERIALS

The less able reader obviously has difficulty comprehending textbooks in the content areas. One method which can best meet his/her need is to have reading materials available which are on lower reading levels. Many textbook companies are publishing middle and secondary textbooks which are on lower readability levels. However, if easier materials are not available, teachers can begin to build a classroom library or a bibliography of materials available in the school library. This sounds like a formidable task; however, if the teacher works with other teachers in his/her content, the librarian, the reading teacher or media center personnel, the task becomes more manageable. Beginning endeavors should focus on one unit of instruction (perhaps a difficult unit where students need extra help) and create a library list for that unit alone. Others would be added, one at a time, throughout the year and succeeding years.

Librarians can also provide lists of high interest/low vocabulary materials available in the library as well as lists of such materials which can be purchased. Use of these materials with the less able reader requires the teacher's willingness to recognize that some students may not be able to read the textbook at all. A student in the ninth grade with a second grade reading level, cannot function with the textbook on any level, other than looking at simple visual aids. Once the teacher has recognized the fact that the regular textbook reading assignment only represents insurmountable frustration for this student, the consideration of alternative assignments becomes a necessity if the student is to participate and learn. This does require extra thought and preparation by the teacher, but the benefits to the student in learning and motivation are well worth the investment.

21. PARENTAL INVOLVEMENT

The less able reader needs all the support s/he can find both inside and outside school. Conferences which include the teacher, guidance counselor, reading teacher and parents can often give direction to parental help. This assistance by the parent may not always be in a tutoring role, but may mean encouraging the student, helping the student create a climate conducive to studying at home, finding outside help, or just understanding the limitations the student faces. Parents need to be informed of their child's progress and need to become involved in providing the support and encouragement their child needs at home.

The less able reader has a distinct disadvantage in the secondary content classroom. The textbooks are usually well beyond his/her level of reading ability. The assignments are usually long and designed for out-of-classroom study when assistance is often not available. If this student is to be able to learn the content s/he needs to know, some provision must be made which will help overcome or compensate for the skills s/he lacks.

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READING IN THE CONTENT AREAS

Teaching Techniques for Vocabulary Development

A. GENERAL TECHNIQUES

1. Introduce prefixes, roots and suffixes which are common to your subject to aid students in developing word attack skills for use with future new vocabulary. Introduce these as you encounter words in your content which contain these units. Learning affixes in isolation just adds one more abstraction for meaningless memorization. Relate these affixes and roots to words in the students' everyday vocabulary whenever possible.

2. Introduce new vocabulary before assigning or teaching a lesson. This can be done in a variety of ways.

   a. Put the words on the board and have students conduct a word hunt in the text. When a student finds the word s/he raises his/her hand. When called upon, s/he reads the word in context and gives a definition of the term. The teacher then proceeds to build concepts around the word.

   b. Sentences from the text, putting the words in context, can be projected on the overhead. Volunteers read the sentence and define the word. Concepts are discussed.

   c. Words can be listed on the board or overhead. Students are asked to demonstrate what word attack skills would help them pronounce the words (syllabication, phonic pronunciation, roots, prefixes, suffixes). Discussion of meaning follows, and reference is made to other words with similar word parts.

   d. The teacher selects several words defined in the text by context clues and writes these as sentences on the overhead. Students are asked to find the context clue which indicates the meaning of the word. Whole paragraphs may sometimes be needed where meaning must be surmised from material preceding or following its sentence.

   e. Print polysyllabic words on the chalkboard, e.g. deoxyribonucleic acid, and ask students to help you divide them into syllables. Don't be concerned about doing it "wrong;" your goal is to approximate the number of sounds in the word, not to syllabicate the word exactly the way the dictionary does it.

f. With particularly difficult words, ask the entire class to say the word along with you several times. This will reduce the possibility of individual embarrassment while each student acquires an "ear" for the word.

g. New words or phrases may be passed out on index cards to students in a small group. The student is asked to read his/her word and use it in a sentence. Others are asked to explain the concept the word presents, if applicable, or give another example of its use.

3. Teach students to use the glossary and dictionary to locate the meanings of new words. Do not assume that they know how to use these. Used with one or two words at a time, the dictionary becomes less scary and more attractive as a tool for reading.

4. Once a new term is introduced, be sure it is reviewed often, and that students are gien an opportunity to use the word themselves in speaking or in writing.

5. Be consistent in your use of terms in the classroom when several could be used interchangeably. Find opportunities to use the vocabulary of your subject to reinforce the learning of terms.

6. Use labels on models, pictures or other visual aids on bulletin boards, mobiles, etc., to reinforce understanding of terminology.

7. Have students construct vocabulary index cards. The word, abbreviation, or symbol is printed on one side (underlined in a sentence) and the definition is printed on the other side. These can be used for short drill sessions at the end of the class period with students working in pairs.

8. Have students classify types of vocabulary words encompassing several units to ensure that words learned in the early units are not forgotten.

9. Require the correct spelling and the correct usage of all vocabulary terms.

10. Encourage students to bring to class examples of subject vocabulary encountered in everyday life and reading outside your text. You can have a bulletin board on which these can be displayed.

11. Look for ways to bridge the gap between technical terminology and synonyms which students use in everyday speech (equilibrium = balance) and try to find applications of actual terms in the students' experience (precipitation is encountered in weather reports; revolutionary is used in the news media; cumulative is encountered in students' cumulative school averages).

12. Introduce the new words, underlined in sentences, using the overhead projector or blackboard. Discuss their meanings. Distribute copies of a selection with blanks where the new words belong. Have students put the appropriate word or phrase in each blank.

13. Don't limit yourself to previewing words only; also use phrases or direct quotations whose meaning is complicated by the vocabulary used or the sentence structure.

14. Maintain a vocabulary bulletin board section. Encourage student contributions to help illustrate word meanings. The teacher may post large cards with particular words for the unit under study. Students are challenged to devise different pictures or other methods to illustrate the term.

15. Teachers in a given content area can assemble a list of words which are important to students' success in that area. This can be made more usable by subdividing the list into grade level exposure, so all teachers know which terms have been taught and which are new at their level. This activity would span all grade levels in that content.

16. Terms and phrases can be organized within a content area by grouping them under the concepts to be studied. Other sub-categories can be devised if practical.

17. Review terms or symbols by using large flashcards. The teacher shows the card to the class. The students can be divided into two or more teams. One point is given for proper pronunciation of the word, one point for its correct definition, and one point for its correct use in a sentence. Turns can rotate or small teams could have a clicker, bull horn, party whistle, or other soft noise maker to signal they can answer.

18. Choose the same number of vocabulary words as there are front-to-back rows of seats in your class. Write only the definition of the words on separate cards. Give one card to the first person in each row. This student, at a signal, whispers the definition to the person behind him/her who whispers it to the one behind him/her, and so forth until the last person in each row has received the definition. The teacher calls on each one in turn to tell the definition s/he heard. When the

student gives the definition, the first person in the row tells the original definition, and they are compared for accuracy. The team is asked to then identify the word it defined. If the last person gives the definition incorrectly phrased, a parallel can be drawn to reading experiences in which careless reading can yield incorrect ideas.

19. In dealing with nouns in any content area, the following review method can be used as a quick starter at the beginning of the period, or in the last few minutes of class before the bell. The teacher asks the question, "If you were a/an _____ what would you be?" The student must then describe himself/herself. Examples which might be used would be a Whig, an embargo, an embryo, a neutron, a paragraph, an onomatopoeia, a rectangle, a rational number.

20. To prepare the student to respond accurately to your test questions, take the key or directive words used on your examinations and tests--especially those used in essay questions--and provide specific illustrations of their correct use. Examples might include: compare, contrast, enumerate, explain, prove, discuss.

21. Instruct students in the recognition of and understanding of the signal words which will help them to identify the particular relationships in the textual material. Some possibilities are listed below.

LISTING PATTERN	SEQUENCE	CAUSE/ EFFECT
the following	immediately	for this reason
then	at that time	in order to
another	in the mean time	since
finally	subsequently	because
besides	while	therefore
next	already	on account of
first	during	hence
furthermore	afterwards	consequently
as well as	at last	it follows that

22. To determine student strengths and weaknesses, give them a list of the unit vocabulary before beginning the unit. Have the student check the words s/he knows s/he can define. These papers can be kept by the teacher and handed back at the end of the unit so the student can underline the new words s/he has learned. Any that are not checked or underlined would indicate terms that needed reteaching before proceeding to a new unit. The students must realize that it is important to only check or underline those terms they understand, and to pass over any term they have doubts about.

23. Encourage students to keep an individual word file of newly mastered technical terms.

24. Discuss the etymology of important vocabulary.

25. Provide for frequent reinforcement and extension of word meanings by utilizing any common type of test lesson or study exercises, e.g., matching, crossword, completion, analogy or grouping.

26. Extend your vocabulary study and reinforcement from word meanings and definitions to a critical examination of concept relationships. One example that has been used successfully in classrooms involves the classification of vocabulary.

    Directions: In your study of science it is important to be able to classify ideas. Since ideas are represented by words, this exercise is designed to help you put the words that belong together in the same group. As you read this section in your textbook, take each word that is listed below and classify it under one (or more) of the three headings.

matter	definite size	changes shape
spreads evenly	"burp"	properties
weight	atoms	Coca-Cola bottle
Coca-Cola	vacuum	definite shape
SOLID	LIQUID	GAS
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. ADDITIONAL TECHNIQUES IN SCIENCE

1. Teach the meanings of special symbols and abbreviations, reviewing each year and reteaching those not retained from prior study. At the beginning of a new unit, review those elements which may have been studied in previous units.

2. When several terms are related in meaning, be sure that the student can differentiate among them and use them accurately. Never permit the student to substitute an incorrect term because s/he is having trouble and you think you know what s/he means. (Examples: the idea of weight -- density, heaviness and mass)

3. Have students, working in groups, devise a dictionary of symbols and their meanings for your content. Have them explore various ways to group the symbols to present an easy-to-use reference organization.

4. On the overhead, project a scientific definition or law. Underline the qualifying words and phrases that narrow the application of the definition or law. Have the pupils express the definition in their own words.

5. Don't assume that the student understands very common words which possess a special meaning in your content. (Examples: culture, force, property.)

C. ADDITIONAL TECHNIQUES IN MATH

1. Teach the complete concept which a word represents before teaching the word.

2. Teach problem oriented words in math, such as those from banking, space exploration, or the florist's trade, as students with limited experiential background may not understand the terms.

3. Teach the meanings of special symbols and abbreviations, being sure to review these at the beginning of each year, or the beginning of each unit. Provide for reteaching of those not retained before starting a new unit.

4. When several terms are related in meaning, be sure that the student can differentiate among them and encourage accuracy in using the term which communicates exactly what s/he means. Never permit the student to substitute an incorrect term because s/he is having trouble and you know what s/he means.

5. Students need to understand the conceptual background of terms and need to realize that mathematical understandings are cumulative--concepts are built upon the concepts preceding them. Be sure the background is there--review and reteach what is missing before proceeding.

6. When developing concepts, start with concrete objects or situations which are known to the students. Draw a diagram on the board so that the students can "picture" the concept and understand the terms related to it. Use practical problems

to illustrate the functions of the terms. Use a model where possible (demonstrate the word arc, showing what an arc of light, made with a flashlight, would be). Have the students discuss the situations which illustrate the concept; then you can introduce the appropriate symbols used in mathematics to represent the concept and provide practice in working with these.

7. Symbols are a part of the vocabulary of mathematics. Do not assume that students always grasp their meanings and use. Help the student realize that each formula is a sentence in mathematical shorthand. Have the students take a formula and write it in a sentence, or have them take the formula which is stated in a sentence and write it in symbols. Show them that operational symbols (=, +, -, x, and ÷) represent verbs.

8. To understand the relationships between terms in mathematics, have students group words that relate to the same process (plus, sum, add) or group words that relate to the same concept (radius, diameter, circumference and arc all refer to a circle).

9. Have students keep a chart throughout the year, adding to it as they encounter various new ways to express the meaning of a given symbol. On a worksheet, you might create a column for each of the following symbols: +, -, =, x, and ÷. Under each column the students would list the words used to express that function. (Example: for the symbol = they might list "equals," "is equal to," "the same as.")

10. Have students working in groups, devise a dictionary of symbols and their meanings for your content. Have them explore various ways to group the symbols to present an easy-to-use reference organization.

11. Ditto copies of several problems in mathematics. Have the pupils underline the words or phrases in the problems that are to be converted into mathematical symbols. Place the symbols above the words.

12. Don't assume that the student understands common words which possess special meanings in mathematics. (Example: square, set, scale, axis.)

D. ADDITIONAL TECHNIQUES IN SOCIAL STUDIES

1. Teach the complete concept which a word represents before teaching the word.

2. Give particular attention to the pronunciation and understanding of foreign names and words encountered in reading. Pre-teach these so they are not stumbling blocks for the student as s/he is reading.

3. Have students evaluate the meanings of common quotations encountered in history. (For example, Thomas Paine's "These are the times that try men's souls.")

4. Have students identify the emotional words in a section and substitute less emotional, everyday words. Have them evaluate the impact of these words. This is especially useful when teaching propaganda techniques.

5. To test whether your students understand terminology for a certain period of study, have them use and underline the words or phrases (For example, squatters' rights, eminent domain and homestead exemption) in an original creative news item which might have appeared in a large daily newspaper in that era.

6. Don't assume that the student understands common words which possess special meanings in your content. Example: raw materials, diet (Diet of Worms).

E. ADDITIONAL TECHNIQUES IN ENGLISH

1. Teach the complete concept which a word represents before teaching the word.

2. Give particular attention to the pronunciation and understanding of foreign names and words encountered in reading. Pre-teach these so they are not stumbling blocks for the student as s/he is reading.

3. Have students remove emotional words from a section and substitute less emotional, everyday words. Ask them to evaluate the impact of these words.

4. In dealing with vocabulary which can be used in a descriptive manner, initiate a short review activity at the beginning or end of the class period. Ask the students, "If I said you were _____, should you be offended or pleased?" Possible words would be malicious, loquacious, literary, melodramatic, imaginative. Have students explain their reaction.

F. GLOSSING

Students reading passages from textbooks often react passively or understand the meaning partially or not at all. Instinctively, many content area teachers will read short passages from the text and then stop to describe an experience, a double meaning or a subtle interrelationship. They might then give an explanation for a concept or interject a humorous situation to instill clarity and meaning. According to Edward Fry in "Reading Instruction for Classroom and Clinic," this type of reading with its emphasis on meaning has been used since the Middle Ages and is called "glossing."

This method can be used by the classroom teacher with a great variety or reading materials. When the teacher is reading aloud from the textbook, the students should follow in their textbooks. This helps students to understand stress, voice intonation and the use of phrasing in reading. It also helps the student in the pronunciation of vocabulary and in the interpretation and determination of meaning. This technique can be part of the motivation necessary to involve students in a lesson or assignment.

This method, "glossing," depends upon the skill of the teacher to make the printed word come alive. The ability of a teacher to draw upon personal background and educational experience, and the ability to present oral reading will separate the stimulating teacher from the boring one.

G. CORE WORD LIST

The program for vocabulary development initiated in the elementary school needs to be expanded by the middle school, junior high and senior high school content area teacher. Specific vocabulary skills for each particular content area should be emphasized. As part of readying the class for the teaching selection, background concepts and vocabulary development are among the first tasks which the content teacher should consider. These two tasks are interrelated and many activities apply to both. Audiovisual aids such as films, filmstrips, bulletin boards, pictures, strip charts, concrete objects, chalk board activities, tape cassettes and overhead projectors can be used.

Specific and general vocabularies are the foundation for obtaining meaningful information from reading. If the vocabulary is strange to the student at a ratio of 10 unfamiliar to 100 familiar words, the material can be frustrating. An adaptive vocabulary program may be necessary or greater amounts of time may be required to build background and concept development. The teacher might have to use more audiovisual aids.

One method to determine what specific vocabulary is needed for a class is to pretest each unit with a vocabulary test. This informs the content teacher which specific words need to be emphasized and gives the teacher an estimate of the vocabulary level of the class. It also tells the student which words s/he needs to study and which words s/he has already mastered. If the vocabulary level of the class is low, the pretesting of future specific words becomes a waste of time.

Each content teacher should have in mind what specific reading, listening and speaking vocabulary words are most important for the concept development of the unit. These words then become the specific vocabulary that the student needs to retain. They act as a core list from which future concepts and additional specific vocabulary can be enlarged. A second or even third list of specific vocabulary words should be kept in reserve and presented as soon as the first list is mastered by the class.

From this core list, specific vocabulary words can be selected which merit additional time for spelling activities. The words selected for spelling instruction should be used frequently in writing exercises if time is to be alloted for spelling mastery. It would be a waste of the student's time and effort to learn to spell words that are not used for writing purposes or not used in the content areas.

A team of teachers meeting from each content area may want to determine what specific core vocabulary should receive the most emphasis during the semester. Additional lists in decreasing importance also could be compiled. These core lists could be shared to help determine permanency, content spread and frequency of the specific vocabulary lists. This may involve a long-range planning effort encompassing a two-year span.

A specific core list could also be used by a reading teacher in diagnostic/prescriptive reading to reinforce specific vocabulary skills for the content teacher. If a reading teacher is available, this specific core list can be used most effectively to strengthen the vocabulary skills of students who need additional time for learning. The vocabulary list can be reproduced and used as a student worksheet.

Listed below is a starter list of social studies terms:

abbreviations	details	opinions
actions	diagrams	organizations
allusions	directions	paragraph
assumptions	effects	photograph
attitudes	events	pictures

author's attitude	examples	point of view
author's purpose	facts	problems
cartoons	graphs	propaganda
causes	ideas	results
charts	illustrations	scales
conclusions	imagery	sentences
connotations	implications	setting
consequences	main idea	symbols
denotations	maps	tables
descriptions	mood	time and space
		trends

H. GLOSSARY

The glossary in a textbook is not completely like a dictionary. Words are listed in alphabetical order and edfinitions for words are given. Unlike the dictionary, it does not list all the words used within the text. The words listed are usually some of the more difficult words or terms presented within the text. Students should be encouraged to utilize the glossary as an aid to their understanding of unknown words. If the word is not located in the glossary, the student should consult the dictionary.

Vocabulary instruction is an important component of all content area programs. It is important that students realize that mastery of the terminology employed in a given content is more than just the rote memorization of a list of works and definitions. The attitude of students toward vocabulary study is greatly influenced by the manner in which the teacher presents the terms which must be mastered. A variety in the modes of presentation used helps to maintain student interest and motivation.

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READING IN THE CONTENT AREAS

Types of Reading Rates

The different types of reading rates will be labeled in this guide as skimming, scanning, rapid reading, normal reading and careful reading. Each definition includes the kinds of reading situations to which they apply.

1. SKIMMING

   One purpose for reading a selection rapidly is to get a general overview of the material. Skimming may include looking at the topic and subtopic headings or reading the first two or three lines of each paragraph in the selection. Survey skimming may be helpful in answering a specific question. It is also useful in identifying and clarifying certain concepts that need to be developed. Survey skimming may be the first step in utilizing the SQ3R method. Skimming a selection can help in the organization of notes taken during a lecture or during a class discussion.

2. SCANNING

   This procedure is the locational part of skimming, and is used to quickly locate specific words, details, and names that appear in the selection. Scanning is used in reference work with dictionaries, atlases, encyclopedias, almanacs, and directories.

3. RAPID READING

   This is similar to skimming but requires the reading of main ideas in more detail. It is useful as a review of previously read material in order to summarize, generalize and formulate new questions on the material.

4. NORMAL READING

   The normal reading rate is used by students in preparing for daily assignments. Students need to be able to read with optimum speed and concentration to obtain the greatest possible understanding. The normal rate of reading is

useful in locating specific answers and details, solving problems, grasping relations of detail to main ideas and comprehending directions.

5. CAREFUL READING

A careful reading rate is reflective; therefore, it is slow and deliberate. The student using this rate will pause to compare and contrast, interpret material with unusual vocabulary and style, analyze the author's presentation and recall, associate and judge literary value.

The content teacher should encourage students to read at their optimum rate without loss in comprehension. Students need to know and practice different rates for different purposes in order to sharpen study habits and to increase comprehension.

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READING IN THE CONTENT AREAS

Developing Comprehension Abilities

Skills in asking a variety of comprehension questions does not come automatically. It takes thought and practice to design a good set of ten or more questions. Once a teacher has acquired the skill, however, the phrasing of these questions comes quite easily. Well-phrased questions cause a student not only to respond with the factual information of a reading selection, but to respond with main ideas, cause and effect relationships, sequence of events, vocabulary unique to the selection; to draw subtle inference from the material; and to make a critical evaluation of the selection.

1. LITERAL LEVEL
   (a) What is the chemical symbol for iron?
   (b) What is the formula for finding circumference?
   (c) What is one use of the mitre box?
2. REORGANIZATION LEVEL
   (a) What type tree is a pine?
   (b) Establish the events leading to America's entry into World War II?
3. INTERPRETIVE LEVEL
   (a) A country is self-sufficient when it produces all or nearly all of the materials it uses. Would adherence to the law of comparative advantage tend to make a country more or less self-sufficient? Explain your answer.
   (b) Compare the musical styles of Beethoven and Haydn.
   (c) Explain why surface mining is the most practical way of mining coal.
4. EVALUATION LEVEL
   (a) Would the author agree or disagree with the following statement? Development of industry is necessary to develop a wealthy nation; therefore, an agricultural nation without industry cannot become wealthy. Explain your answer.
   (b) Look at the political cartoon on page ____. What idea is the author trying to project? How has he chosen his characters to influence your reaction?

5. APPRECIATION LEVEL
   (a) Why do you think the author chose this title for his poem?
   (b) When the author tells us the little girl looks like an old dusty photograph, what does he mean?
   (c) What similarities can you detect in the three articles written by this author?
6. APPLICATION LEVEL
   (a) What factors do you believe should be considered when you choose the clothes that you will buy?
   (b) What would you do if someone were choking?
7. INTEGRATION LEVEL
   (a) How did Bury My Heart at Wounded Knee affect your attitudes toward the American Indians?
   (b) How did reading Blubber affect your feelings and behaviors toward overweight classmates?
8. CREATIVE LEVEL
   (a) If you were a young man during the Civil War, to which side would you give your allegiance? Explain your answer.
   (b) Do you believe that space exploration should be given a high priority in our country? Explain your answer.

Excerpts taken from Reading in Content Area: A Guide for Program Planning, Indiana State Department of Education, Division of Reading Effectiveness.

HIGHER LEVELS OF QUESTIONING

By Dr. Helen Huus

The kinds of questions teachers ask are dependent, in part, upon what teachers think "reading" is. However, reading has been variously defined in the literature....

I have categorized (my hierarchy of) comprehension skills into seven levels: literal, interpretation, evaluation, reaction, application, integrative, and creative. Each builds on the other, and a reader swings back and forth among the levels as he reads, checking his ideas and reorganizing his concepts as he reads.

At the lowest level of comprehension is the literal which requires only an understanding of "what the book says." Studies show that teachers make a larger number of questions requiring literal answers than of any other kind. Such questions are usually couched in "who," "what," "where," "when" terminology and are often over minor details of the material.

Some literal type questions, however, are at higher levels, for they require more then simple recognition. Questions that cover larger portions of the material necessitate more thought than those covering only a single detail, often included in a single sentence. Understanding paragraphs, units or stories, and the sequence of stories or episodes in a longer work involves a recognition of the structure of the work.

Recognizing structure, knowing the relationships denoted by connectives like and, but, for, because, nevertheless, moreover, however, consequently, furthermore, meanwhile, and next is essential if the flow of thought from paragraph to paragraph is to be understood, and the reader is to visualize forward movement in the selection. Connectives are useful indicators of the structure, the way a selection is organized--the framework around which an author weaves his ideas--and the order in which he presents them to form a logical whole.

Asking questions that require using a larger portion of the text might include: What are three events that led to the seizing of the fort? What results occurred following the capture of the fort? What were five main ideas you obtained from reading this selection?

Another exercise to check a knowledge of structure is the making of an outline. Having pupils use the various types of headings found in many textbooks to place them in outline form will show whether or not they have grasped the hierarchial levels. When headings are not available, or when topic sentences are missing, making main ideas for each paragraph, then making these into an outline takes more than a literal understanding, but is based upon the information presented in the book. Once pupils obtain the notion of what is main and what is supportive, they have the key to successful study...

If pupils understand the structure, then making a summary is easy, for it requires only that main ideas be put together in brief form, combining several ideas into one and eliminating unimportant details. Once lessons are reduced to summary form, pupils have the essentials that need to be remembered. Good students usually possess superior summarizing skills, yet these are based upon the lowest level of comprehension (of material stated explicitly), even though thought and judgment are required for selection...

The second level of comprehension in my hierarchy (and of several others) is interpretation--"what the book really means." The reader must figure out ideas not expressly stated, read between the lines for meanings implied, and fill in gaps the author assumes a reader can do with the information presented. By calling upon his background of reading and experience, the reader makes these bridges to meaning for himself. The result may be what the author intended, or it may be something more to a reader who can identify with the material, for he sees in it ideas the author could not, for no two individuals have identical experiences and points of view.

Four aspects requiring interpretation are presented here. These are stated indirectly, and the pupil must put ideas together in order to obtain the information. The material gives hints or implications that a reader uses to infer the idea, and teachers can ask pupils to list all the sentences or phrases that game them clues to the answer.

1. Sensing author purpose. Few authors state why they wrote a work. Purposes include to entertain, to convince, to impart information, to experiment with a certain form of composition, to propagandize, to editorialize, to explain, to advertise, and so on. Unless a purpose is stated directly, in which case only literal comprehension is needed, the reader must infer purpose from knowing about the author, from what he has implied, and from the content itself.

Students learn to make such inferences by finding biographical material about the author that may shed light on his purpose, but inferring purpose from the statements he has made, by analyzing his style of writing (such as tongue-in-cheek or political satire), and by reading his other words to find what points of view he holds. For living authors, occasionally purpose can be checked through personal

interview or correspondence, but for authors of the past, purpose can only be a conjecture.

2. Making relationships not stated directly. Selections provide many clues to concepts not stated in so many words. Included are cause and effect, reasons and results, or agents and their actions. Tracing a sequence of events, then putting together seemingly unrelated events-or related ones-comparing similar happenings, and relating to one's own relevant experiences are the skills needed to locate such relationships when these are not told. Teachers can ask how and why questions to bring out these ideas, or pupils can "think out loud" as they figure out an answer. Several pupils can list the ways they came to their answers, and pupils can compare various ways that led to an acceptable response.

Ideas implied, as in proverbs, which do not say what they mean, are other relationships which must be inferred. Asking pupils to rewrite proverbs such as the following is one way to check their understanding:

"Don't blame the mirror if your face is ugly."

"Corn can't expect justice from a court composed of chickens."

"Don't sell the bearskin until have have killed the bear."

"When two elephants fight, the grass suffers." (Nairobi, Kenya)

"When the cat's away, the mice dance the calinda." (Haiti)

Pupils could make a collection of similar proverbs and find variations of the same theme from different countries and cultures.

Character development offers a practical opportunity for noting relationships, for much of the reading material is in the form of stories or novels. Clues to character are provided through descriptions about them, their actions, their conversations, the events in which they participate, what others say or do not say about them, and through the illustrations. Finding such clues in a story, then comparing the characters with real-life people the reader knows is one way to anticipate their future actions and to evaluate their qualities.

Pupils could make a list of traits and incidents that give them clues, and teachers can ask questions such as: How do you think the character felt when...? How do you think the other characters felt about him? How would the selection be different if it were rewritten from a different point of view? (Here two books by Mary Stolz that do just that could be compared: Bully on Barkham Street and A Dog on Barkham Street.) How did the character change? Was it for the better or worse? Why do you say so? Why would you like (or not lie) to have this character for a friend? Similar questions could be used for other

implied relationships.

Determining the mood or feeling-tone of a selection is still another type of relationship which, usually, must be inferred. Hints on mood or tone are found in the level of language used (from slightly informal to the ultra degnified), in the style of writing: sentence structure, vocabulary, figures of speech, and cadence or rhythm; and in the content itself: the scenes described, the conversations included, the actions depicted, and the characters who carry out the theme...

Understanding figurative language requires the ability to see the relationships implied by the figure. This ability is based large y on experience, once the common denominator of the implied or stated comparison is recognized. "The train is a dragon that roars through the dark" (from a poem by Rowena Bennett) means little to those who do not know about trains and dragons.

3. Drawing conclusions and making generalizations. Conclusions are drawn from a series of inductively reasoned ideas, and leads to a statement that is true of the samples. A generalization is made from several conclusions on the same point and is in a larger dimension than one conclusion.

Geography and other sciences, the social studies, and mathematics are easy subjects for finding conclusions and generalizations, and though these two terms are often stated in the same breath, they are not synonymous; readers need to learn the differences and how to arrive at each.

A simple illustration from social studies will suffice. This example was constructed by a group of teachers who were trying to simplify the idea for students of twelve and thirteen years of age:

> There is a battleship called the New York, another the Missouri, and another the Iowa. What conclusion can you draw from these statements? That some battleships are named after states.
>
> An aircraft carrier is called the Lexington, another the St. Louis, and another the Los Angeles. What conclusion can be drawn? That some aircraft carriers are named after cities.
>
> One submarine is called the Nautilus, another the Skate, another the Sea Horse. What conclusion can be drawn from this? That some submarines are named after sea animals.
>
> What generalization could be made from these three conclusions? That some similar ships are named for similar things; that there is a pattern for naming some ships of the U.S. Navy.

Students could collect or construct similar series of conclusions and generalizations as they meet them in their studies or as they are able to create them from their experiences.

4. Speculating between events and beyond data. Figuring out events between chapters of a book or eras in history, or predicting what will happen next in a story require more than seeing relationships implied in the material. A level of experience with similar occasions is expected, and readers must follow through an idea to its logical conclusion, even if they have had no previous experience. One interesting way to use prediction is to read current events, make one's own prediction, compare with the predictions of experts, then wait to see what occurs. The same idea could be used by taking copies of out-dated news magazines, reading a section, making the prediction, then finding the actual occurrence in a later issue, or, pupils could write endings to chapters or stories before they have completed the reading, then compare with the actuality. Occasionally, pupils can make better endings than an author!

At the third level of comprehension is evaluation or critical reading--determining "how good the book really is." For stories, this entails judging the merit of theme, plot, characters, point of view, setting, style, author's purpose, and ethic; the accuracy, recency, and clarity of science and social studies material; and the relevance for the reader's purpose. The reader asks first, "How good is this?" then, "Good for what?" and then, "Is this what I need now?"

Critical reading requires judging both good and bad qualities in comparison to a standard. The ultimate criteria remain "the good, the ture, and the beautiful," but determining these qualities requires that an individual has experience with a variety of levels. Criteria for judging can be determined as a class discusses different stories and non-fiction material, comparing one against the other and deciding which is best and why.

Critical readers are influenced by their values, for it is on the basis of values that worth and importance are judge--whether it involved spending money, using time and energy, or deciding on priorities. A person will apply values of honesty, thrift, reverence, if these are his, or opportunism, expediency, cleverness, or chicanery, if those are his. What is considered "good," meaning "effective," according to one set of values will be rejected according to another. Since not all persons accept the same value system, differences are reflected in their critical evaluations.

Questions that elicit evaluations include the following: What makes this a good story? How consistently real are the characters? Is the plot logically developed and plausible? How can you prove this? How is the style related to the idea and the era? Is this the best style that could have been used? Why or why not? How satisfying was the ending?

Likewise, critical questions can be determined for various types of writing--factual accounts, essays, drama, editorials, and others. But always the comparison with a standard is made.

At the fourth level of comprehension is reaction, both intellectual and emotional--"how the book makes one feel." Elizabeth Peabody, an early American teacher once said, "There is no greater illusion that the common idea of the method of learning to read, by pronouncing pages of matter which is not moving the mind or heart of the reader."

Reaction to the material read may take the form of amusement, laughter, or a subtle, less obvious appreciation: it may evoke tears, storming, and ranting and raving; it may stimulate letters to the editor; and it may set forth a barrage of rebuttal. Writing that makes a difference to the reader may have very tangible results--from reading Consumer's Guide to teachers' manuals. In fact, some writing is meant only to be useful in its end product; just reading it is insufficient to gain the full import or impact...

Intellectual reaction may take the form of appreciation for the style of writing, the beautiful turn of a phrase, the unique idea, the approach, the pattern, the figures of speech, and the like. Or it may take a critical turn and be evaluation. Pupils can choose passages that illustrate each of these ideas, cite those which call up pleasant associations, or provide a surprise from the expected.

As a result of emotional and intellectual reactions, the teacher may be led to form opinions on what he will believe from one writer and with whom he agrees or disagrees. He will learn that certain writers have a consistency of quality, while others vary in their output, and he will come to respect those whose work he admires.

The fifth level--application--is one I have added because it seems a logical next step. Once the ideas of the author have been literally understood, interpreted, evaluated, and reacted to, the ideas obtained through the reading can now be applied to a similar situation. Pupils who read about the building of dams for flood control in one part of the United States can apply that information when they are studying another region.

This kind of utilization is a practical step, but does not necessarily affect the life of the reader himself. Science and social studies concepts offer great possibilities at this level, and the pupil's ability to make applications indicates his grasp of the information.

At the sixth, and possibly highest level of understanding is the reader's ability to integrate his reading into his own background, to assimilate the ideas and put them together with his previous ideas, thus making reading an integral part of his personality from that time on--"what lasting effect the book has on the reader." The evidence of such assimilation is found in the behavior of the person, in his performing an act, in his making of explanations, in his recognition of allusions, in his purchasing a product, in his making a blueprint or a dress, in hanging a gargage door or caning a chair. The tangible results of reading are all around, and the approach a reader makes compared to one who is not a reader, is evidenced negatively in the avenues that are closed to the illiterate in jobs, recreation and aesthetic enjoyment.

A reader has a chance to expand his interests for himself, if he but has the books; his changed behavior because of reading may show in other areas as well: in his mental health, his moral conduct, his social poise, his health and safety, in his conversation, and in a more outgoing personality.

One never knows what opportunities may arise for using what one has read, for until the opportunity arises, the thought may never have occurred. With the knowledge comes the recognition of a chance to use the knowledge. Thus, reading enhances personal living and provides satisfaction. All of this contributes to the reader's background, in conjunction with his environment, his family and other personal contacts, his religious training, and his community experiences. The sum total makes the individual, and reading contributes its share.

The teacher's challenge is to ask the kinds of questions that will relate the material to the students in the class. Students do not need to place themselves imaginatively in the Greek and Roman era, for example, but rather to see how Greek and Roman civilization impinges on their lives today. The reader who asks, "What has this to do with me?" is asking the important question from his reading, and the students today who are seeking relevance are actually admitting that, along, they can see no connection to themselves and that they require a teacher's help in relating their reading to contemporary needs.

This is what education in school is expected to do--to transfer in-school learning to out-of-school activities.

Perhaps the very highest level of understanding is reached when a reader puts ideas obtained into a new context and creates an original organization from the bits and pieces of his experiences, including his reading. This creative level may be reserved for a talented few, though with encouragement and practice, more students are likely to reach it, as evidenced by the creative output of a class with a teacher who sparks new interests and brings out latent talent in pupils.

To elicit such a response, teachers might try a kind of free-association technique, beginning with an idea sparked by the reading and following it up with related ideas until a new context forms. For example, a story may be read about the Oregon Trail. Students should be able to suggest related ideas such as Lewis and Clark, Sacajewea, Marcus and Narcissa Whitman, Fort Bridger, Fort Hall, the Shoshone Indians, Indian lore, tales common to various Indian tribes, related folk tales from other countries, and so on.

Comprehension is based upon the reader's having an adequate decoding system. Comprehension includes "what the book says" (the literal), "what the book really means" (interpretive), "how good the book is" (evaluative), "how the book makes one feel" (reactive), how he can relate the book to a new situation" (application), "what the book means to him" (integrative), and "new ideas sparked by the book" (the creative).

So what started out as tracks on a page ends up as a moving force for humanity and thus contributes to the ultimate meaning an individual may find in his life. This is the goal that teachers are tyring to reach, and the kinds of questions they ask will help them attain it.

Permission to recopy granted on July 26, 1979 by the State of Missouri, Department of Elementary and Secondary Education.

Activities

Activities To Enhance Reading Skills

Habits of visual and auditory discrimination as well as techniques of word recognition and word analysis must be correctly established by each pupil in his primary reading experience. As we know, some students acquire a particular reading skill the first time it is presented, while others may need to practice and repractice this same skill. To accomodate the wide range of reading ability found in the classroom, a teacher needs many different kinds of reading activities and materials. The following activities which have been organized by developmental sequence of skills should be adapted according to the needs, interests and abilities of the individual or group.

Readiness Skills

Objective: To develop skills in oral language

Materials: Large colored pictures from magazines or study prints

Activity: Picture reading is an important part of the readiness program. Noting details and discussing pictures prepare students for using picture clues as context aids in reading.

Objective: To develop skills in student expression

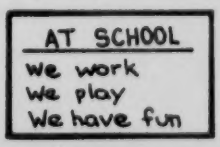
Materials: Paper sacks, paint sticks, cardboard - Make puppets from paper sacks or posterboard and paint sticks.

Procedure: Use animal faces or fairy tale characters to act out a story or etc. Make characters from posterboard. Mount on wooden paint sticks.

Objective: To build concept: "Reading is Talk Written Down" and foster oral language development

Material: Newsprint, magic marker

Activity: Language Experience Chart. As a student first learns to read, he learns to recognize printed symbols and to associate the printed word forms with meanings built up through previous experience.



Objective: Develop skills in oral language

Materials: Newsprint, construction paper, magic markers

Procedure: Experience Booklets

Pop popcorn or make ice cream in class. Students dictate sentences for booklets. These original stories are fun for the class to read.

Objective: Continue development in oral language combined with eye-hand coordination skills

Materials: Butcher paper, tempera paint, or colored markers

Procedure: A project in which the students' own language is combined with a variety of art media: for example; "What Is In The Sky?", "What Is In The Grass?". This can be used for both individual and group work.

Objective: To develop skills in visual discrimination

Materials: Worksheets with several rows of letters with four or five letters in each row.

Activity: Have students find and mark three letters that are the same. Repeat this procedure for each row. Caution pupils that the first letter is not always the one to match.

Example:

Capital Letters

B P B B
Y V Y Y
M M N M
F F F F
C G G G

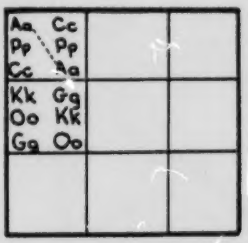
Lower Case Letters

h k k k x
c o c e c
b b d b p
w w m v w
m n n n w

Objective: Matching pairs of letters

Materials: Worksheets with matching pairs of letters in several boxes

Activity: Student finds the matching pair of letters in second column. Ask him/her to connect the letter pairs in each box.



Objective: Letter knowledge - Capital and lowercase

Materials: Worksheet with letters of the alphabet, capital and lowercase

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz

Activity: On the board, make several letter pairs in which the capital and lowercase forms are very nearly alike. (Oo, Cc, Ww, Vv, Zz, etc.). Have students find the matching pair on their page and name the letters. Ask the students to look carefully at the shapes and forms, and decide how they are alike, different, etc. Follow a similar procedure with other letter pairs.

Keep a record of letters which individual students don't recognize and plan for additional practice on these letters.

Objective: Visual discrimination - matching words

Materials: Worksheet with columns of words for students to match.

Example:

Activity: Student finds matching words for the other words, connecting them with lines.

RUN	RED	FIVE
RED	RAN	FINE
RAN	RUN	FARE
WAS		WENT
SAY		WANT
SAW		WHAT
PAT		ONE
PUT		ON
PET		OUR

Auditory Discrimination

Objective: To develop good listening habits

Material: Selected familiar objects

Activity: Ask student to close his eyes. Make familiar sounds and ask him to identify each one. Try the following sounds: knock on wood, clap your hands. crush a piece of paper, drop a pin. Later, let the student find a partner and practice additional sound identification on his own.

Objective: To practice recognizing rhymes

Materials: Collect several sets of pictures of objects (about three to a set), the names of which rhyme.

Activity: The teacher places two or three sets on the chalk ledge or on a flannel board and says: Some of these things have names that rhyme. She may ask other questions like, "Who can find pictures of two things that rhyme?" Are there others that rhyme too? etc.

Objective: To listen for initial consonant sounds, also letter knowledge and association of a sound.

Materials: A large letter (12 - 14 inches) cut from construction paper or newsprint, magazines, scissors, paste.

Activity: Students locate pictures from magazines, which have the same similar initial sound. Cut and mount pictures in large letter.

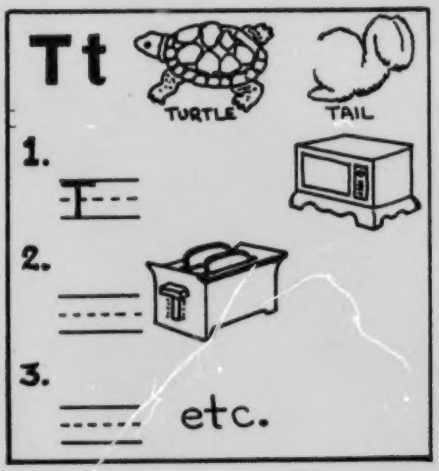
Objective: To identify initial sounds.

Materials: Pictures of common objects, worksheet, scissors, glue

Activity: Give student worksheet with four key pictures on it. Example: lemon, soap, matches, potatoes. Across the top of the worksheet, write: "Mother bought several things at the store. Put all the things she bought in rows under the pictures that begin with the same sound." The student puts pears under potatoes, milk under matches, and etc.

Objective: Teach letter knowledge and association of the sound with letters. (Capital/lowercase)

Materials: Worksheet similar to example:



Activity: Say the name of each picture. Point to T.t., watch as I make T.t. on the board. Make a line under the picture which starts with the sound of T. Trace over the capital T, small t. If you think the picture starts with the "t" sound, make a capital and a small t on the lines before the picture.

Objective: To reinforce association of letter form with consonant sounds

Materials: Pictures from magazines, catalogues, old workbooks, scissors and glue. Newsprint, magic markers.

Activity: On the newsprint, print a single consonant in capital and lowercase form. The student looks for pictures which begin with the same sound as the consonant, cuts them out, and mounts them on the paper. After the student has completed one page for each consonant, fasten the pages into a booklet. Make a cover for the booklet. This activity can also be used with blends, diagraphs, and vowels.

Comprehension Skills

Objective: To provide practice in classification

Materials: Pictures of categories of objects such as toys, animals, foods and the like. Display picture on chalk ledge, etc.

Activity: Ask the students to pick up only the things to eat, only the things that go on wheels, etc.

Objective: Concept building and classification skills

Materials: Magazines, catalogues, scissors, glue, worksheet

Activity: Students cut out the pictures, classify them, mount on newsprint. Some good classifications are farm animals, toys,

things that fly, things we ride in, foods and the like. Ask students to cut out only the things we eat, only the things that go on wheels, etc.

Objective: To practice following oral directions

Materials: Large sheet of paper, pencil, crayons

Activity: Give students directions orally. Ask student to fold paper in half, then fold again. Give directions similar to example. Gradually increase difficulty as student progress.

Draw 4 balls.	Draw 1 tree.
Color them blue.	Color it green.
Draw 3 hats.	Draw 2 houses.
Color them red.	Color them yellow.

Objective: To practice telling a story in sequence.

Materials: Several sets of three or four pictures of the same size that tells a story in sequence. Cut each sequence apart and mount the individual pictures on heavy paper.

Activity: The student is to rearrange the pictures so that they tell the story in proper order.

Objective: To improve the ability to make inferences.

Materials: Grab bag of various common objects, such as a dish, nail, spoon, pen, clay, ball, box, etc.

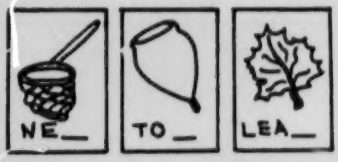
Activity: The student reaches in the bag and removes one object. He must then make up a riddle for it. For example: "I rhyme with fox and I put things in it." (box) He might read his/her riddle to the class and call on someone to try to guess what the object is.

First Reader
Word-Building Skills

Objective: To reinforce ending sounds

Materials: Magazine pictures, 3" x 5" cards. Mount the pictures on the cards. Below each picture, write the name of the object, omitting the last letter.

Activity: The student fills in the letter representing the last sound of each word.



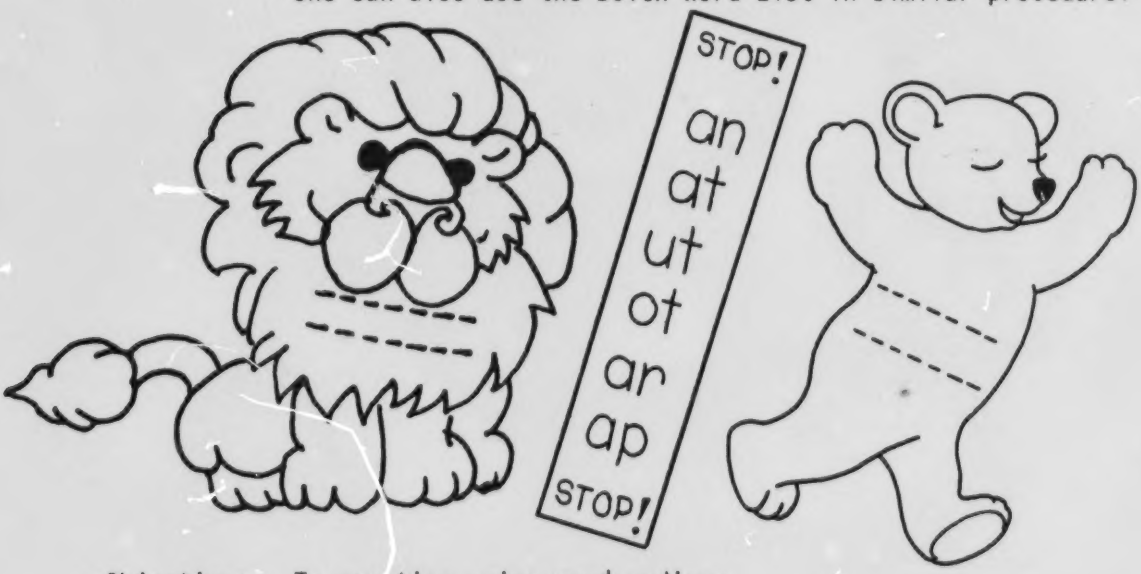
ACTIVITIES - Grade 1

Objective: To reinforce initial consonants, blends and diagraphs.

Materials: From poster board, draw and cut out various cartoon characters and/or animals and designate a place on the character where a strip of cardboard about 1½" X 8" or 9" can be pulled through. For example: the mouth of Lucy or Charlie Brown or the back of a duck, tummy of a bear, serves well. The strip may contain a combination of pairs of letters such as ha, ca, fa, etc. Next to the slit where the strip pulls through, a single letter may be written.

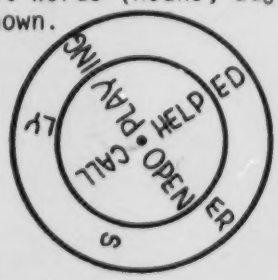
Activity: The student pulling the strip through will read hat, cat, fat, etc. The reverse may be made also. The strip can carry the single letter and the space before the strip shows two or more letters. For example: wh could become white, what, whole, why, where, etc.

One can also use the Dolch Word List in similar procedure.



Objective: To practice using word endings.

Material: Use a large circular piece of oak tag and print various word endings around the edge: ed, ing, s, er, est. Fasten a smaller circle to this larger one so that it moves. Print words (nouns, adjectives, or verbs) on this circle as shown.



Activity: A student may spin the inner circle, read the word formed, and then use it in a sentence.

Objective: To practice using compound words.

Materials: Card with two lists of words typed on it. The first list contains the first part of a compound word, and the second list contains the second part.

Activity: The student makes compound words by drawing a line from each word in column I to the appropriate word in Column II.

I	II
her	house
doll	tie
mail	stick
pop	self
broom	man
air	corn
neck	plane

Objective: Practice in recalling story facts.

Materials: Selected stories, paper, pencil, paint, two cardboard tubes from the inside of paper towel rolls.

Activity: With the student, discuss a story he/she has read recently. Elicit from him/her the main ideas of the story and list them in sequence. Then ask the student to follow the same procedure with another story. Let him illustrate the incidents on a long piece of paper. When he/she finishes it, he/she rolls the paper around one of the cardboard tubes, then rolls the paper from the first to the second tube as he/she narrates the story.

Objective: Practice in predicting outcome.

Materials: Paper, pencil, selected stories

Activity: Teacher reads selected story or poem to group, and just before completing selection, ask students to illustrate on paper what they think happened next.

Objective: To practice following printed directions

Materials: Worksheet with pictures and a list of instructions.

Procedure: The student reads each line and follows the directions.

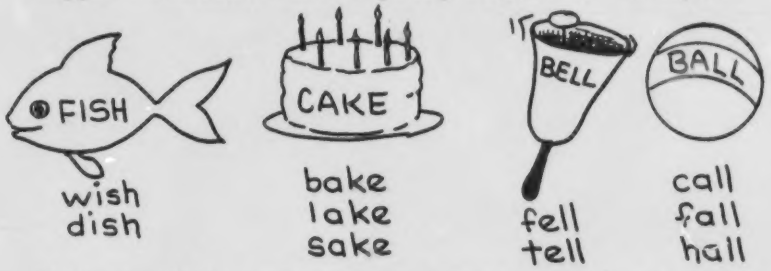
1. Put a ◯ around the ball.
2. Put an X on the dog.
3. Draw a —— under the table.
4. Draw a —— from the penny to the glasses.
5. Put a □ around the bird in the tree.

Second Grade/First Book

Objective: To practice recognizing and writing rhyming words visually.

Materials: Newsprint, pencil, construction paper, paper brads

Activity: Suggest students make rhyming booklets. Example:

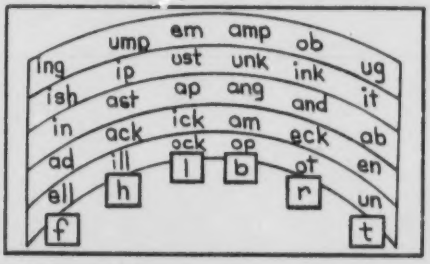


Students will write as many rhyming words as they can.

Objective: To reinforce phonograms, initial consonants, diagraphs and blends

Materials: Tagboard, colored magic markers. On the tagboard, draw several colored arcs to represent the rainbow. Make each ray approximately two inches wide. Print phonograms at intervals along the rainbow. Attach an envelope to the bottom of the tagboard. In it, put squares of tagboard. with single consonants, blends or diagraphs written on them.

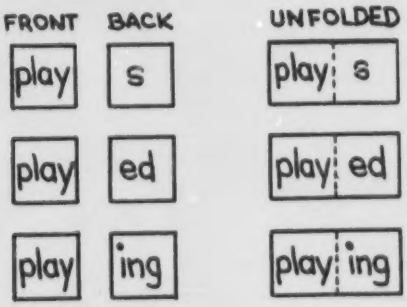
Activity: The students make words by combining the consonants with the vowel phonograms. The object is to get to the end of the rainbow by making as many words as possible.



Objective: To practice using word endings.

Materials: 3" x 5" cards, folded in half

Activity: The student writes a root word on the left side of the card and an ending on the right. He/she can fold and unfold the cards to practice adding endings to the root word.



Objective: To practice making generalizations

Materials: Pictures with sentences on the back, some correct in detail, others incorrect.

Activity: Find colorful, appealing pictures from magazines that are appropriate for the age group being considered. Mount the pictures. Construct a number of sentences having some state a fact which does correspond with the picture and some in which a very small detail does not correspond correctly with the picture. The students read critically to determine which sentences fit the picture. Using sentences with humor makes the activity more enjoyable. This can be made self-correcting by a code system on the back. However, discussing the sentences with the student strengthens his/her reasoning ability.

Objective: To develop comprehension by seeing relationships. (Match pictures with phrases)

Materials: 9" x 12" tagboard, pictures from magazines, etc., glue, sentence strips. Fold tagboard to make a 6" x 4½" booklet. Mount the pictures on the right side of the inside page. Number them. On the left side, print phrases with clues to the pictures. Cut a slit ½" wide beside each phrase.

Activity: The student looks at the pictures and finds the phrase that identifies it, and places it in the slot next to the phrase.

Objective: To provide practice in interpreting pictures

Materials: Paper, pencil, selected stories

Activity: The student divides a piece of paper into three columns, labeled Character, Location, and Action. Scene by scene, the student lists the names of all the characters, describes the location, and explains the actions.

Second Grade/Second Book

Objective: To practice alphabetizing words

Materials: A list of basic vocabulary words, 2" x 3" of paper, stationery box, 26 dividers cut from tagboard, 26 envelopes.

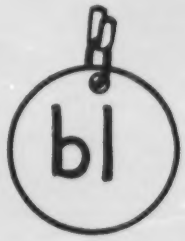
Activity: The student reads down the word list looking for words that begin with A. He/she writes each of these words on a piece of paper, puts the paper in the envelope marked A, and files it in the box behind the divider marked A. He follows this procedure with each letter of the alphabet. As the student gains skill in alphabetizing, he/she can arrange words in order according to both first and second letters.

Objective: To practice using consonant blends.

Materials: Colored construction paper, 12 brass fasteners, scissors, yarn, pen, paper punch, envelope.

Cut a tree out of construction paper. Push the brass fasteners through the tree at various points. Print a blend on each circle, and punch a hole at the top. String yarn through the hole. Put the circles in an envelope.

Activity: The student takes a circle from the envelope. If he can say a word that begins with the blend on that circle, he hangs it on one of the brass fasteners on the tree. The student who has mastered the blends may act as a pupil-teacher to check the other student. This device can also be used to practice initial and final sounds.



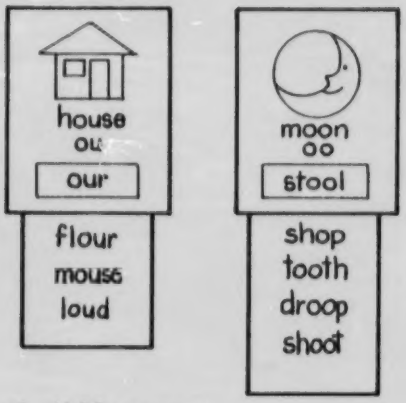
Objective: To practice using phonetic elements.

Materials: 4½" x 6" tagboard, pictures to illustrate selected phonetic elements, 1½" x 6" tagboard strips.

On the large piece of tagboard, mount or draw a picture representing a phonetic element. Below it, cut two slits 1½" wide for the tagboard strip to pass through. On the strip, print several words containing the selected phonetic element.

Activity: The student pulls up the strip and pronounces each word as it appears between the slits.

Example:



Objective: To reinforce vowel differences.

Materials: Tagboard strip 15" x 4", colored markers. Fold the tagboard in half lengthwise. Rule it into 1-inch rows. to the left of the fold, write words with short vowels, omitting the final "e". On the right side, write the final "e" in a contrasting color. Cut the strip along the lines from the right edge to the fold, so each "e" is separate.

Activity: By folding and unfolding each final "e", the student can practice pronouncing the words with and without the final "e".

cub	e
can	e
rob	e
mad	e
plan	e
rod	e
cut	e
win	e
hop	e
dim	e
tub	e
us	e

Objective: To practice using contractions

Materials: Worksheet with a list of contractions and blanks

Activity: On the blanks, the student writes the words that form the contraction - would not, have not, does not, are not, they are, was not, that is, has not, she will, do not, could not.

Objective: To practice various forms of verbs; plural forms of nouns

Materials: Paper, pencil

Activity: Encourage student to make lists of all words that can be made from certain roots. For example:

1. work - works, working, worked
2. Carry - carrying, carrier, carried, carrier
3. faith - faithful, faithless
4. lodge - lodger, lodging, lodged, lodgement

Objective: To practice recalling ideas and making inferences.

Materials: Basic readers or supplementary text that the group has read, pencil, paper

Activity: The student chooses a favorite character from a story he/she has read. Each writes a short paragraph with the words "who am I?" When several have completed this activity, staple their paragraphs together to form a booklet. Make it available for the other students to read in their free time.

Objective: Practice in seeing cause and effect relationships; predicting outcome.

Materials: Series of pictures from a story.

Activity: Show a series of pictures from a story and ask the students to tell, either in writing or orally what they think the story will be about.

Third Grade

Objective: Practice in recognizing antonyms.

Materials: Worksheet with two columns of words, and blanks between them.

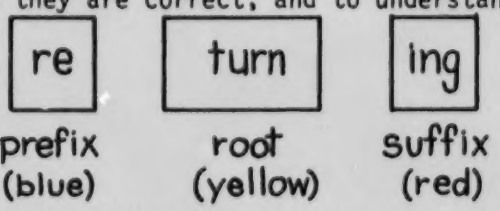
Activity: The student reads the first word in the first column and finds its opposite in the second column. He/she crosses off that word and writes it in the first blank.

east	west	slow
fast	_____	~~west~~
walk	_____	false
true	_____	dark
light	_____	back
front	_____	run
lady	_____	little
tall	_____	sad
big	_____	short
happy	_____	man

Objective: To practice adding suffixes and prefixes to root words, and understanding meanings of words.

Materials: Two envelopes, two sets of 1" x 1" cards in two colors, and a set of 1" x 2" cards in another color. Using the small cards, print suffixes such as ed, ing, est, and less on cards of one color and prefixes such as un, dis, re, in on cards of another color. On the large cards, print selected root words.

Activity: The student chooses a root word, then adds a suffix and/or prefix to it to form another word. He/she writes down the words he/she forms and looks them up in the dictionary to make sure they are correct, and to understand the meaning.

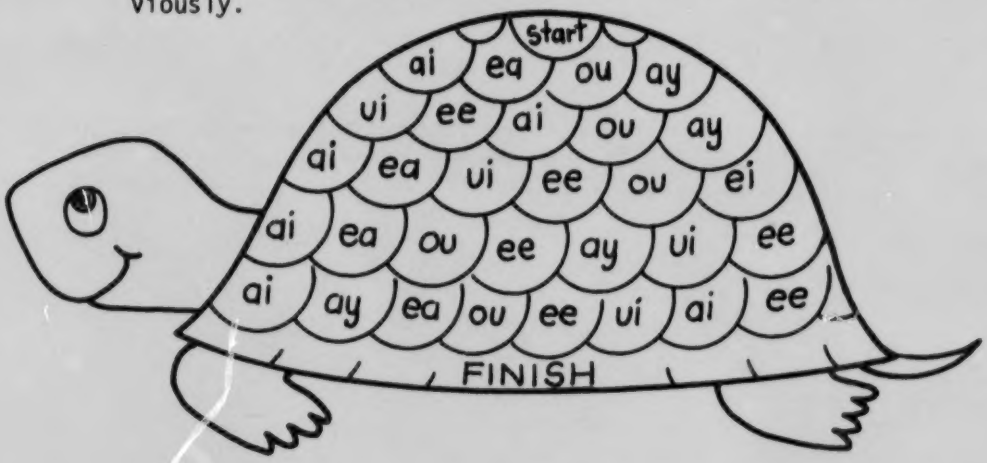


Objective: To practice recognizing and using words with diagraphs: ai, ea, ou, ee, ay, ui.

Materials: Turtle made of poster board similar to sample, a die cut from stryrofoam with 1, 2, and 3 dots on it.

Activity: The object of the game is to be the first one to the finish line. The student rolls the die. He/she moves that number of spaces tracking up and down the turtle's shell. The student must give a word diagraph to stay on the space.

If not, the student goes back to the space he was on previously.



This activity may also be used for blends, consonants, clusters, dipthongs, etc.

Objective: To create a greater awareness of words with hard/soft c,g.

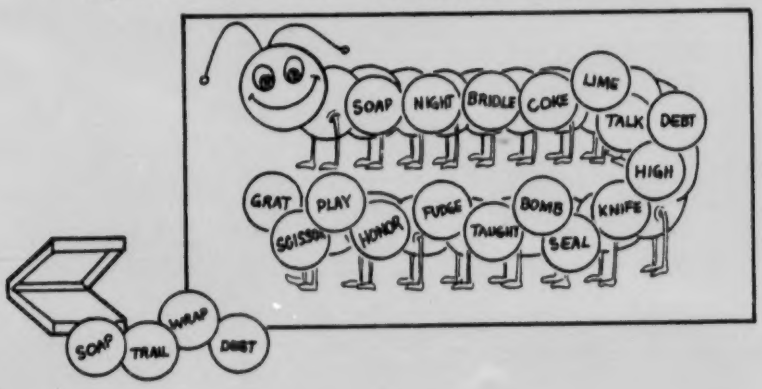
Materials: Worksheet, pencil

Activity: Students compile a list of as many words with hard "c" sound, soft "c", hard "g", soft "g".

Objective: To practice recognizing silent letters in words

Materials: Sketch a happy face centipede on poster board similar to sample. Cut out a variety of circles, writing a silent letter word on one side and the silent letter it contains on the other side.

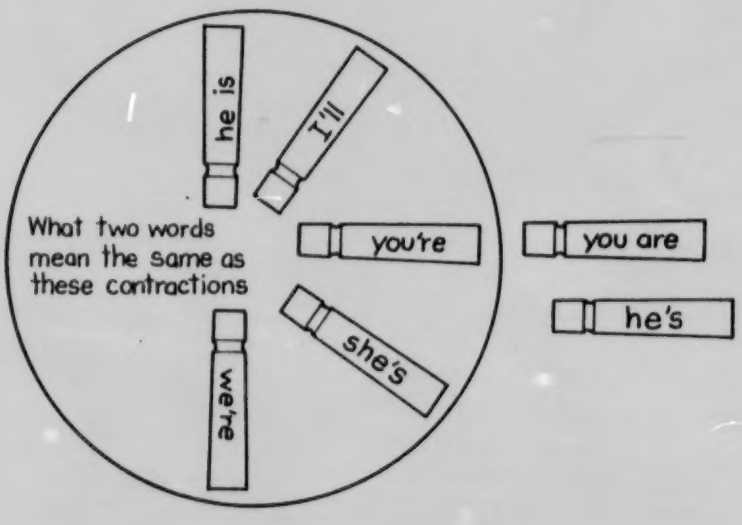
Activity: (one or more players) The players are who can add the most circles to the centipede body. Circles may be sorted in a separate box or in a card pocket on the back.



Objective: To practice contractions

Materials: Pizza board, or poster board disks, words glued on clothespins or paper clips.

Activity: Students decide what two words mean the same as the contractions, and clip them on the board.



Objective: To develop skill in syllabication

Materials: Tagboard, colored construction paper, envelope. Cut the tagboard into 3" x 8" cards. On the front of each card write a word, leaving equal space between letters. Cut thin strips of construction paper and place them in an envelope.

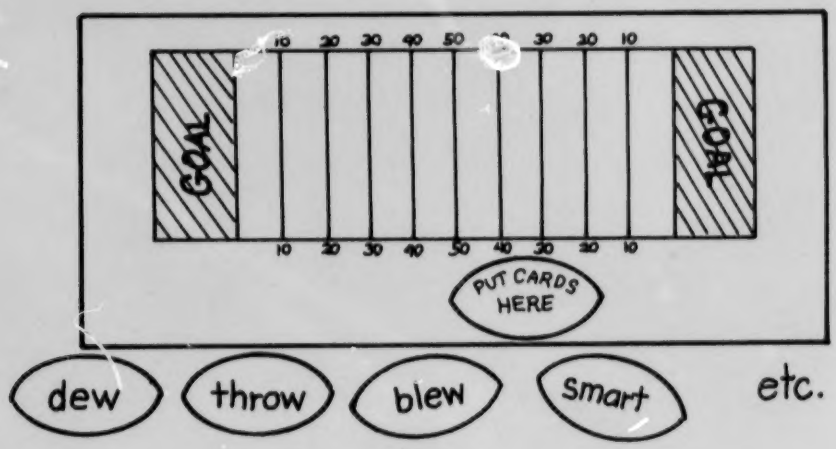
Activity: The student uses the colored strips to divide each word into syllables. Write the answers on the back so the student can check his work.

ACTIVITIES - Grade 3

Objectives: To practice using homonyms and symonyms correctly.

Materials: (Cards shaped like football) 2 cardboard footballs, 1 die.

Homonym And Synonym Football



Activity: Each team chooses a goal line. Starting on their goal line, the teams alternately roll the die. During each turn, the team draws a card. If they can name a homonym and synonym for the word the football is moved ten yards for each dot on the die. Keep score. 6 points for each touchdown.

Objective: To detect emotional reactions and to infer motives of story characters.

Materials: Students read story as a group or individually.

Activity: The teacher can emphasize the sensitivity of the thoughts and feelings of others. Then -- "What made the story character realize that most people long for something?" "How did he show his understanding?" Encourage students to tell how they imagine he felt or how they would feel.

Objective: To practice remembering details

Materials: Students read story

Activity: List a story character's name (or a place in the story) on the chalkboard. Suggest students take turns adding a detail of information about the person or place until no student can suggest any more information.

Objective: To practice recognizing sequence of events in understanding plot and story directions.

Materials: Work paper, pencil

Activity: Suggest students list the day's events, then put them in order in which they happened.

Objective: To practice following directions.

Materials: List of directions

Activity: Compare sets of directions for doing something, leaving out one important step. Have the students attempt to discover what step is missing.

Objective: To gain practice in summarizing and organizing information

Materials: Story from book

Activity: Identify one event within a story then have students tell what happened before or what happened after that event.

Objective: To practice reading pictorial maps

Materials: Map of own community

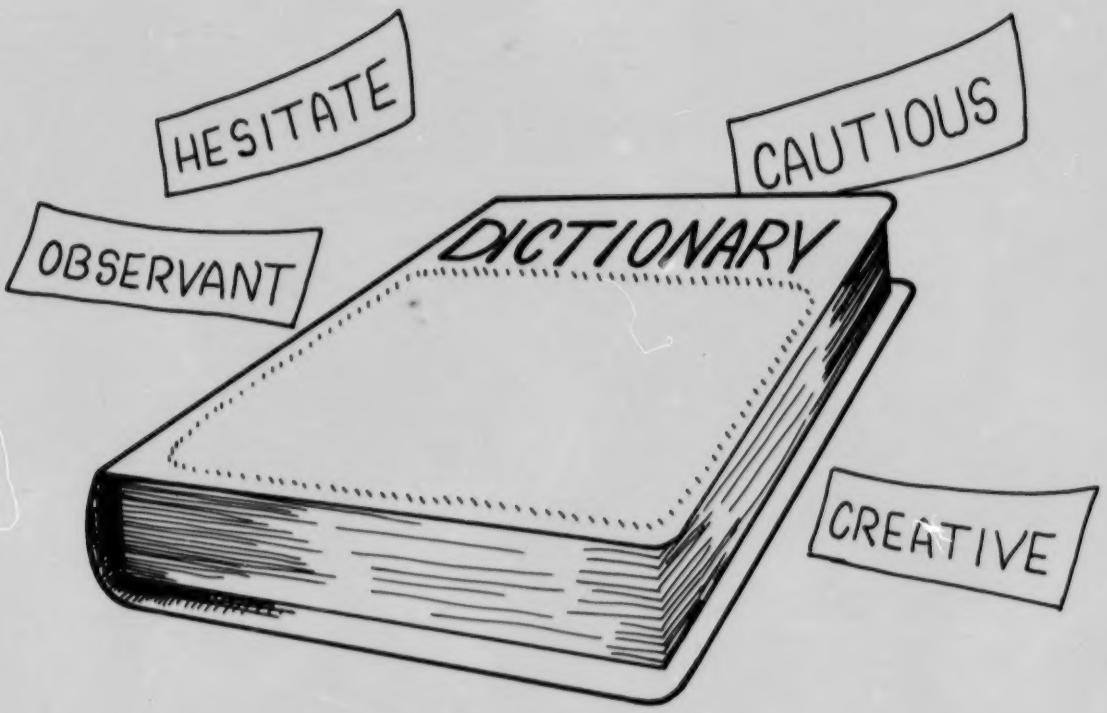
Activity: Provide students with comprehension questions similar to the following ones to give them practice in map reading skills:

1. This is a map of a
2. There are public buildings.
3. What building is on the corner of Jackson and Main Streets?
4. Kirk Road begins on Main Street and ends on
5. The fire station is (directions) of the police station.

Objective: To review alphabetizing and the use of the dictionary to find meanings.

Materials: Envelope of word cards to put in alphabetic order. Cards with questions, dictionary.

Activity: Students work in teams. Put words in alphabetical order. When finished, each team checks its list with an answer card. Each team completing its list correctly, within the time limit, scores 10 points. Teams are then given question cards. The dictionary is used to prove the answer. Team having the correct answer first scores 10 points.



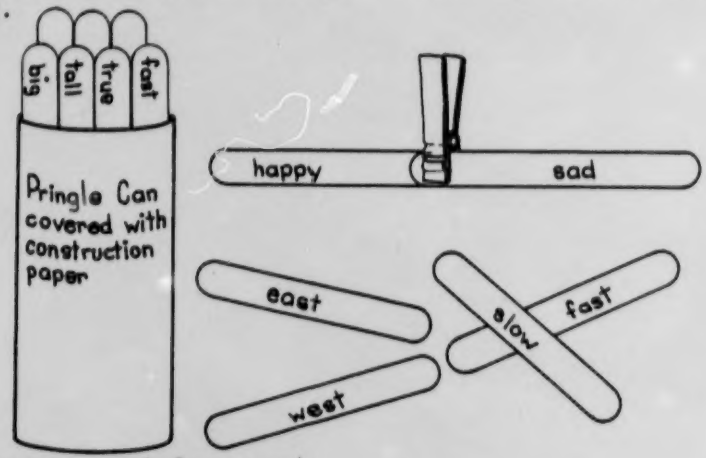
Fourth Grade

Many activities that work well in the primary grades also help students in middle grades to decode, using more complex words.

Objection: To recognize antonyms, synonyms, homonyms or compound words. (Using two sets of words per activity)

Materials: Tongue depressors, spray paint, clothespins, pringle cans to hold tongue depressors.

Activity: Spray paint the tongue depressors with two colors for antonyms; (two colors for homonyms) etc. Use one color for the first set of antonyms, and the contrasting color for the matching antonym. Print the antonyms on the tongue depressors after the paint has dried, with permanent felt-tipped pen. As the pupil matches the antonyms he/she clips them together with a clothespin. (Make a contrasting set of words for homonyms, synonyms, and compound words.) Include a list of words typed and glued in bottom of can or lid for self-checking.



Objective: To learn new vocabulary words.

Materials: An interesting picture clipped from a magazine or an old workbook.

Activity: The student looks at the picture, then chooses some words that describe the person or situation. Using these words, he/she writes an original story about the picture.

Objective: When given words with different sound patterns, students will be able to place them in the proper category.

Materials: Word cards and signs for different categories.

Activity: A card giving directions of word categories is read to the players. Word signs are given for each category. Players take turns drawing one card at a time from a stack of word cards. They are asked to try to match the card with one of the different categories. If the card doesn't match, they keep the card. After all the cards are drawn, the player with the least number of remaining cards win the game. The following is a list of some of the categories one could use:

a. Words with the ph sound

b. Words ending with a silent e

c. Words with the ow sound

d. Words with the oo as in foot; moon

e. Words with hard and soft sounds of c and g

Objective: To provide practice in applying vowel principles:

a. Vowel in the middle of a word or syllable is usually short.

b. Vowel coming at the end of a one syllable word is usually long.

c. When a one syllable word ends in e, the medial vowel in that word is usually long.

d. When two vowels come together, the first vowel is usually long and the second vowel is silent.

Materials: Butcher paper divided in four sections, dictionary.

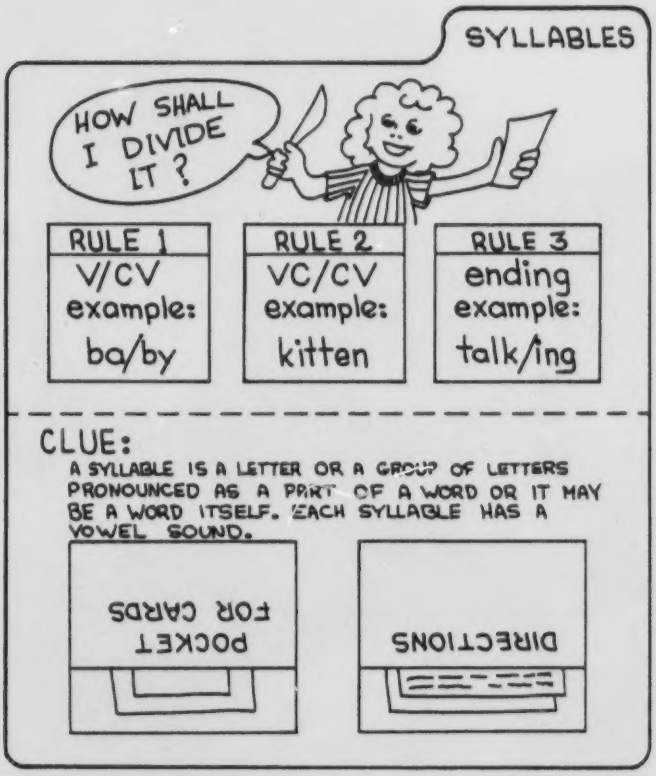
Activity: Given a certain time limit, students working in groups compete to see how many words for each vowel principle they can list. The group with the most wins.

Objective: To provide practice in syllabication skills.

Materials: Manila folder (colored ones are more attractive) 5 library envelopes, direction card, felt pen, 20-30 small cards 1" x 3", glue. Print words on the small cards that follow the VCV rule, the VCCV rule and the suffix rule for syllabication. Circle one of the syllables and print the

rule number on the back of the card. Prepare the folder similar to the example.

Activity: Read each word and study the circled syllable. Decide which rule was used to divide the word and place the word card in the corresponding rule envelope. When all the cards have been placed in an envelope, remove the cards and check to see if the number on the back of each care corresponds to the number on the envelope.



Note: Opening for pockets should face edge of folder so cards will not fall out when game is folded for storage.

Rules on syllabication:

a. When a vowel sound is followed by one consonant, that consonant usually begins the next syllable.

b. When a vowel sound in a word is followed by two consonants this word is usually divided between two consonants.

c. Prefixes and suffixes are usually separate syllables.

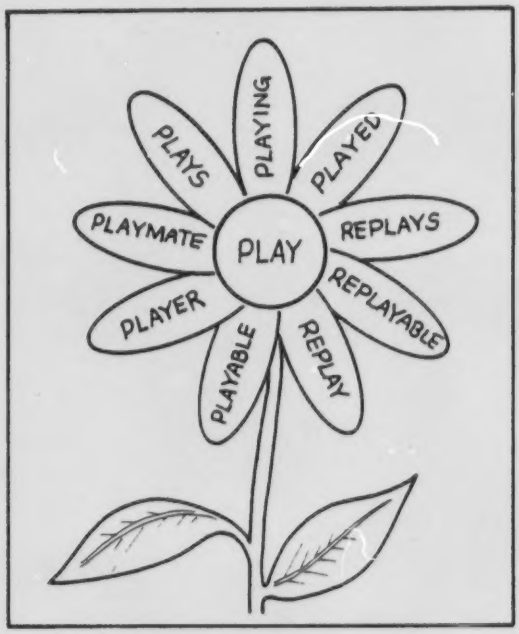
d. Compound words are usually divided between word parts.

e. In two-syllable words ending in le preceded by a consonant, the consonant joins the le and begins the final syllable.

f. In most cases, do not divide between the letters in consonant digraphs or consonant blends.

Objective: To gain familiarity with members of a word family.

Materials: Materials to illustrate model for bulletin board similar to example.



The center of the flower contains the base word. Each petal lists the family "members." Change word families frequently, to give students opportunities to build new words. Include them in sentences under the heading "Family at Work" to provide context clues for their special meanings.

Objective: To review previously learned comprehension skills.

Materials: Newspapers, file folders, Barrett's Taxonomy of Comprehension

Activity: Select newspaper articles of interest. Make task cards utilizing Barrett's Taxonomy. Place the task cards and an instruction sheet on the inside of the file folder. Put answer key on back.

Objective: To provide practice and reinforcement of: recognition of sequencing, main idea, organization, character traits, facts (Literal Level), speculating, summarizing (Interpretative Level).

Materials: Cartoon strips (with words of speech balloon blotted out).

Activity: Encourage students to write their own story using the cartoon strips. Discuss.

Objective: To provide practice in creative writing. Given three chances, students will successfully write beginnings, middles, and conclusions to original stories.

Materials: Pencil, paper, and the students' imagination.

Activity: Have each pupil write the beginning of a story. Then pass their papers to someone else. Have them write a middle part to the story they have at the present time. Pass the papers again. Have the students write a conclusion for the story. Have a discussion about other ideas for each story.

Objective: To provide practice in skimming and in determining sequence (comprehension)

Materials: Cards with phrases copied from a story, book, or basal reader.

Activity: Have the students read the book and place the phrases on the cards in columns in the order that the phrases occurred on the page.

Note: The teacher should also write the number order on the back of the cards. This will enable a student to correct his own work.

Objective: To develop phrase recognition and the ability to follow directions.

Materials: Flash cards

Activity: Write specific directions on individual flash cards. As the cards are flashed before the class call on certain students to see who can respond. For example:

a. Close the door.

b. Give a pencil to a blue-eyed girl.

c. Stand up. Turn three circles. Touch the desk behind yours.

d. Draw a circle inside of a triangle on the board.

Objective: To provide practice in following written directions and in the use of the dictionary.

Materials: A dictionary for each student in the game. A set of cards or pieces of paper with directions written on them as described below.

Activity: Give each student a piece of paper on which there is a set of directions. Be sure that the directions are simple, but also include at least one new word which the student will need to find in the dictionary before he can follow his directions. As the students find the meanings of words they have looked up in the dictionary they can take turns pantomining the action described by the directions. The other students try to guess what they are doing and try to guess the word or a synonym for it. If they guess a synonym for a new word then both the word and the synonym may be written

by each student. This will help the whole class to remember the meanings of new words. Some examples of directions for the game are as follows:

a. Pretend you are a vagabond.

b. Pretend you are wicked.

c. Pretend you have a halo.

Fifth Grade

Objective: To review and give practice in using antonyms, homonyms and synonyms.

Materials: Antonym, homonym or synonym cards made like Bingo cards for each student, cards with words and their antonyms, homonyms or their synonyms and markers.

Activity: Each student is given a synonym card (antonym or homonym depending on skill student needs additional practice) which are twenty-five typed words. Each care should show some variance in words and always a different arrangement. The game is played similar to "Bingo". The caller has an envelope containing cards with a word and a synonym, for example:

sad	wealthy
doleful	rich

If working with homonyms use homonyms; antonyms - use appropriate words.

hot	wet	dark
cold	dry	light, etc.

The student draws a slip and calls the top word which is a synonym for the word on the players' card. The caller then uses the word called in a sentence. The players look for a synonym for the called word and covers it. When a player has covered five words in a line (any direction), he/she calls "SYNONYM". The player calls the words back so the caller may check for accuracy. The player who "SYNONYMS" is the next caller. Same procedure is used for antonyms and homonyms.

Objective: To expand vocabulary

Materials: Magazines, newspapers, drawing paper, liquid crayons

Activity: Provide a list of words that describe moods, feelings. Using small pictures from magazines, and words cut from magazines and newspapers, the students make a picture or collage illustrating the word he/she chooses.

anxious	shy
contented	angry
lazy	delighted
embarrassed	surprised

Objective: To provide practice on word meaning.

Materials: Envelopes; cards with words on them that the students do not know well; 8½" x 11" tagboard, file folder

Activity: At the top of a number of pieces of tagboard or file folders, write three categories in which words may fall (see examples.) Place these sheets of tagboard in manila envelopes or file folders along with 25-30 words which will fit the categories listed. Pass the envelopes or folders out to the students and have them to use their dictionaries to group the words on the small word cards under the proper categories. Number the envelopes or file folders and have the students keep a list of the envelopes that they have done.

Things that grow	Things that are not above	What animals do
dogs	rocks	fight
people	magnets	run
weeds	tables	play
birds	glasses	eat
flowers	paper	sleep
animals	pencils	jump
trees	books	talk
elephants	bottle	walk

Objectives: To review figures of speech and introduce new ones to enrich vocabulary.

Materials: Paper, pencil

Activity: Give a short two or three word sentence and ask the students to make as many new sentences as possible by adding only one word each time.

Girls play.

Big girls play.

Big girls play ball

Several big girls play ball.

Several big girls play ball often.

Other suggestions might be:

Cats meow.

Mother cooks.

Dad hunts.

Babies cry.

This encourages the use of descriptive words and expanding sentences.

Objective: To provide practice in developing dictionary skills

Materials: Dictionary, pencil, paper

Activity:

a. Make sure the students know the sequence of the letters in the alphabet.

b. Make a list of words on board and have the students arrange words in alphabetical order. (List several words which have the same beginning and second letters but different third letters: Example: pig, pie, pile, picnic

c. Explain the purpose of the guide words at the top of the pages in a dictionary. Have the students write the beginning and ending guide words on pages that the words they are

looking for are found.

a. Use words which are clearly defined by the context of sentences. Have the students use the dictionary to find the proper meanings for the way in which the words were used in the sentences. Have them write the definitions and then use the words with the same meaning in a sentence.

b. Review the use of diacritical markings. Almost all dictionaries contain a pronunciation key at the bottom of each page which serves as a guide for teaching this skill.

List as many words with markings of "a", "a", "u", "a", "oo", "oo", etc. This can be done as a class project, using poster board, or butcher paper.

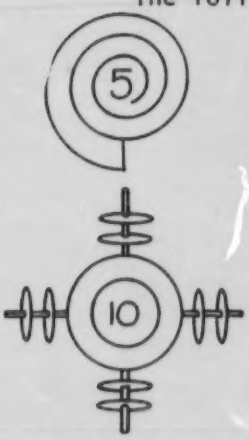
The same procedure can be followed reviewing other diacritical markings.

Objective: To provide practice in various phonic elements.

Materials: Make space ships out of construction paper.

Activity: Let's go on a space flight! Here are some ships we might use to travel into space. You may choose whichever ship you wish, but before traveling, you must answer some questions. The ships with the lower numbers have easier questions. Ships with higher numbers have more difficult questions. The number on teh ship also tells how many points one receives for answering the questions. We will go around the room, giving each person as many turns as possible in the playing time we have. At the end of our playing time, the person with the most points wins a trip to outer space.

The following are sample questions:



5 points - 1. Name the two sounds of "g".

2. Name the letter that is sometimes a vowel.

3. Name a "c" word and a "k" word that both start with the same sound.

10 points - 1. Name three ways of writing the letters for the "a" sound ("a" with the magical "e", "ay", and "ai"). Divide the word barnyard into syllables and tell the rule this word follows.

2. Name two compound words and use them in sentences.

15 points - 1. Spell the following words: (name five from the spelling lesson.)

2. Name five words, each contianing one of the five short vowel sounds.

3. Name five words, each contiaining one of the long vowel sounds.

20 points - 1. Define the five words listed. (Use five words from a current vocabulary list.)

2. Tell three rules for dividing words into syllables.

3. Write two words with an apostrophe.

25 points - 1. Spell the words with the following sounds: "oi", "ow", "ight", "oy", and "ow".

2. Spell the name of your school, your teacher, and a friend.

Any questions can be made according to the skill which the teacher wishes to teach.

Objective: To teach the meanings and uses of suffixes and prefixes.

Materials: Exercises constructed by the teacher similar to the following one.

Activity: Construct a chart like the following and have the students fill in the blank spaces. Place an "x" in the spaces that are not applicable.

Prefix	Prefix Meaning	Root	Whole Word	Suffix	Suffix Meaning
un	--	do	undo	x	x
x	x	soft	softly	--	in a way
x	x	play	playful	ful	--
--	from	Port	--	x	x
Pre	--	--	--	x	x
x	x	care	--	--	without
re	--	gain	--	x	x

Objective: Provide practice in the use of compound words.

Materials: Paper, pencil, basal reader, magazines.

Activity: Make lists of, and discuss compound words as the students encounter them in their reading lessons. A good motivational factor is to find pictures of objects, mount them together to identify compound words.

Objective: To provide review of prefixes, and to introduce additional ones such as: in, anti, inter, mis.

Materials: Chalkboard, paper and pencil

Activity: Write a number of words on the board with prefixes that mean the same thing; Example: imperfect, untied, irreplaceable, interchange, misplaced, etc.

Objective: To provide practice in the use of suffixes.

Materials: Chalkboard or overhead; pencil, paper.

Activity: Make a list of words to which students add prefixes or suffixes to give a certain meaning to the word. Have students add a suffix to make these words mean "one who does" or "that which does":

Example:	work	admires
	elevate	pretend
	run	repel
	contract	extract

Objective: Review the main syllabication principles.

Materials: (refer back to rules in grade level 5 section)

Activity: Present practice and review of syllabication principles from large nifty chart.

Objective: To provide practice and review in comprehension and study skills.

Materials: T.V. Guide, file folders, questions and answer keys.

Activity: Use the T.V. Guide to find the answer to each question and check for accuracy using the answer key.

a. specific detail - locate a certain bit of information about a specific program.

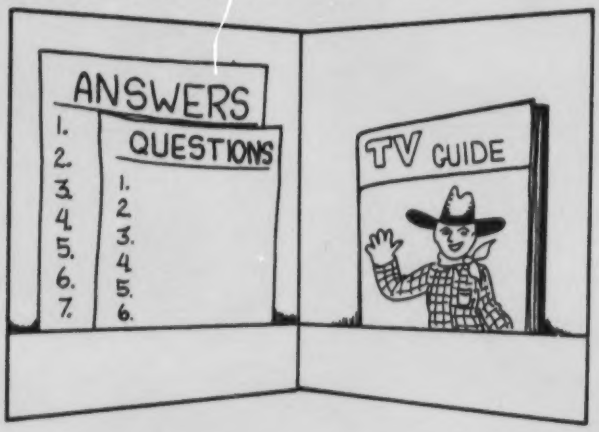
b. inference - what shows to watch to see certain things.

c. main idea - from the titles or other information given in the guide, what could you assume the show to about.

d. drawing conclusions - what would happen if --

e. sequence - order of shows: hourly, daily, or weekly.

f. critical evaluation - given a situation and a choice of two or more related shows tell which show you would choose and why.



Objective: To reinforce skills in: literal, interpretative, critical, creative comprehension

Materials: Appealing pictures from magazines that are appropriate for age group; sentences having some stating a fact which corresponds with the various pictures and some in which a very small detail does not correctly correspond with the pictures.

Activity: The students read to determine which sentences fit the picture. Using sentences with humor makes the activity more enjoyable. This can be self-correcting by a code system on the back. However, discussing the sentences with the student strengthens his reasoning ability.

This activity reinforces: recognition of details, recall of facts, inferring details, purpose, drawing conclusions, deriving meaning from figurative language, speculating, judging, analyzing, applying information to new situations.

Objective: To provide practice in skimming.

Materials: Newspapers

Activity: Provide students with newspapers and have them skim over them to find things such as: the article about the President; a football player, etc. Another good exercise with a newspaper is to have the students find a phrase on a certain page which described something or tells a certain fact. After the students have found the phrase, ask them to paraphrase the author.

Objective: To provide experiences in perceiving related ideas; strengthen power of recalls and enjoying literary style.

Materials: Favorite story of students

Activity: Have students present a story through drama. Also, let the students dramatize T.V. commercials, an historical event, character portrayal, etc.

Objective: To provide practice in research and map study skills

Materials: Globes, road maps, travel folders, various enclopedias.

Activity: Arrange the classroom or area of room as a travel bureau. The teacher can do things similar to the following:

a. Present the traveler with a well marked road map.

b. List several places they may wish to visit along the way.

c. Provide a history of landmarks along the way, etc.

Objective: To provide practice in the ability to locate information.

Materials: World Almanac, enclopedias, reader's guide to periodical literature.

Activity: Explain the various uses of source of information. Give exercises in the various uses of sources. Assign reports which require a number of references, etc.

Sixth Grade

Context clues employed at the intermediate level can also key students in to the meanings of many words unfamiliar in both speech and print.

Objective: To provide practice in review of word meanings.

Materials: List of common roots, prefixes, dictionaries, compound words. Provide students with

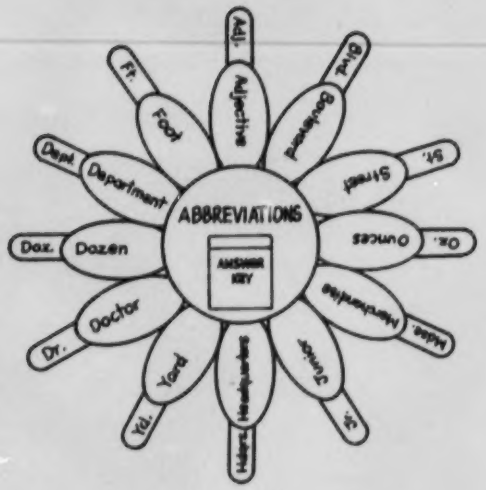
Activity: Have students make list from root words, adding prefixes or suffixes. Use these in forming new words. The teacher may have a contest to see which group can have the most words, etc. Give meanings of words.

Example: work - works, working, worked.

Objective: To provide practice in abbreviations; homonyms, synonyms, antonyms, compound words.

Materials: Pizza board, twelve petals, twelve tongue depressors, library pocket 3" x 5" card for answer key, 2 pieces of tagboard.

Example:

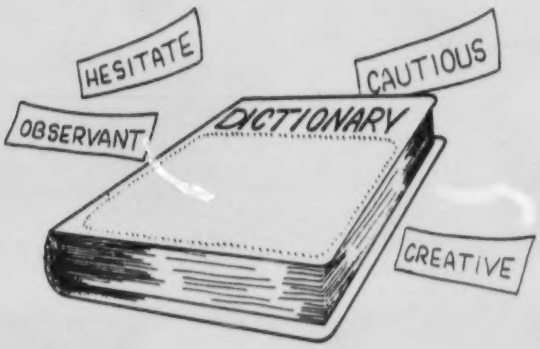


Activity: Write a word on each petal of the pizza board. Write the abbreviations, or other skill activity such as homonyms, synonyms, antonyms, compound words on the tongue depressors. Staple the 2 pieces of tagboard together to form spaces to insert tongue depressors. Mount pizza board on tagborad. Paste library pocket in center. Write answer key and place in library pocket. Match the word with the abbreviation or other skill activity.

Objective: To provide further ability to use alphabetical order guide words, dictionary and glossary.

Materials: Envelope of word cards to put in alpahabetical order. Cards with questions, dictionary.

Activity: Students work in teams, put words in alphabetical order. When finished, each team checks its list with an answer key. Each team completing its list correctly within the time limit scores 5 points. Teams are then given question cards. The dictionary is used to prove the answer. Team having the correct answer first scores five points.



Objective: To expand vocabulary through the use of the dictionary.

Materials: A word sheet similar to the example given; dictionary for each student.

WORD LIST:				
goodness bias kind vulgar elderly aged	stoop hooked elder choppy rippling philanthroty	helpfulness senile charitable unsmooth bowlike geriatrics	waning cambered look chunky turn	knobby arch rough curved amiability
Bent	Course	Benevolenee		Old

Activity: Have the students place words from the word list under the capitalized word which would be the best category for them.

Objective: Review the following spelling rules by guiding the students to discover them for themselves.

Materials: Large Nifty chart with following spelling rules listed.

Activity: Review rules with group; asking for examples of each.

a. Write "ie" when the sound is "ee", except after "c", or when sounded like "a" as in neighbor and weight, or "i" as in height.

b. When the prefixes "il", "im", "un", "dis", "mis", and "over" are added to a word, the spelling of the original word remains the same.

c. When the suffixes "ness" and "ly" are added to a word, the spelling of the word remains the same. Example: mean + ness = meanness.

d. With words ending in "y", change the "y" to "i" before adding the suffix. Example: ready + ily = readily; heavy + ness = heaviness.

e. Drop the final e before a suffix beginning with a vowel. Example: write + ing = writing. (Exceptions: noticeable, courageous, dyeing. Dyeing is spelled as such to prevent confusion with dying.)

f. Keep the final e before a suffix beginning with a consonant. Example: care+ful = careful, care + less = careless. (An exception is argue + ment = argument.

Note: Keep in mind that not all students learn effectively by the use of rules.

Objective: Provide review and practice with consonant and vowel sounds.

Materials: A list of items which contain a designated sound.

Suggested list:

a. Get the signature of a student in the class whose first name has a short "i" shound; a long "e", a double consonant, etc.

b. Write down the page number from an encyclopedia with an article about an animal whose name contains a short "a" sound; digraph; hard "c", soft "g"; etc.

c. Write the name of a flower with the long "o" sound.

d. Name three objects containing short "e" sounds. Three animals with silent "e" sounds.

e. Name an object that contains a vowel digraph, consonant blend, etc.

Caution: Be sure all items on the list are available.

Activity: Divide the class into groups of five or six. Make a copy of the list for each group. Numbers of the group work together to gather the items on the list. When a group has found all the items, they report to the teacher for checking. First group to have all items correctly assembled is the winner.

Objective: To provide practice and review in comprehension and study skills.

Materials: Pencil, paper, set of encyclopedias, a file with cards having a picture on one side and a question on the other. Each card should be numbered. Another file should be kept with an answer key. Have the students look for the answers in the encyclopedia and check their answers with the key. This activity reinforces:

Literal

1. Recognition of facts
2. Main idea
3. Comparison
4. Contrast
5. Directions
6. Cause and effect

Interpretative

7. Inferring
8. Drawing conclusions
9. Generalizing
10. Summarizing

Critical

11. Judging
12. Analyzing
13. Checking validity

Objective: To provide practice in enriching imagery and recall. For a student to visualize a certain image effectively he/she must have actually or vicariously experienced it. Review the setting of a story with students before they begin.

Materials: Pencils, drawing paper

Activity: Ask the students to draw pictures of certain settings they have read about. Compare and discuss.

Objective: To be able to use a catalogue. Classifying, following directions, using index, using charts and graphs, and reading for accurate detail and information.

Materials: Catalogue, task cards, paper, pencil, duplicated order form, file folder or file box.

Activity: Compile task cards with questions similar to the following:

a. On what page will you find information about bicycles?

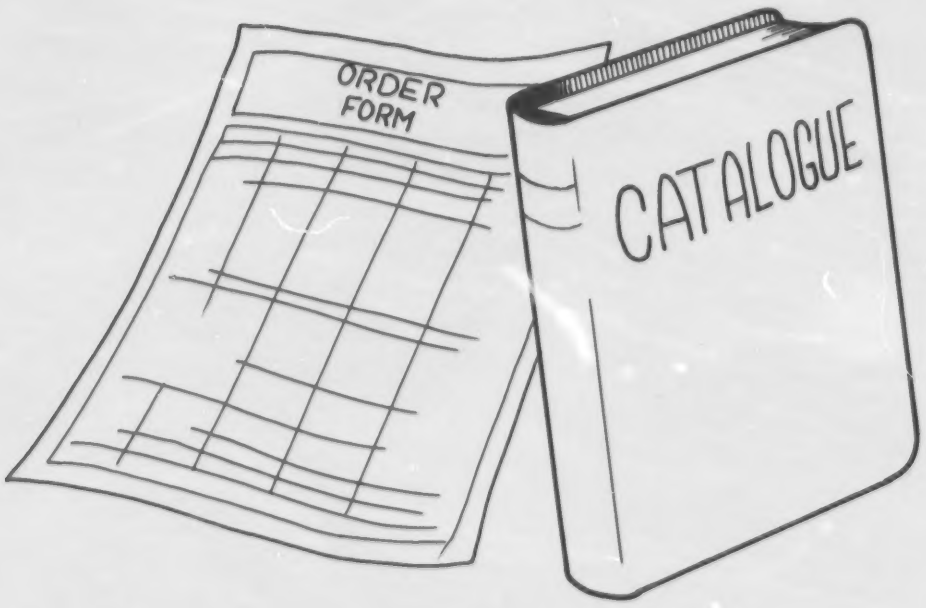
b. What is the cost of the most expensive bicycle?

c. How many pounds does it weight?

d. What colors are available?

e. What is the catalogue code number?

f. Fill out an order blank on which you order the bicycle of your choice. Be sure to fill in all the necessary information.



Objective: To provide practice in locating and using information in a newspaper.

Materials: Newspapers (additional copies for students)

Activity: Review what makes a news story, a feature, and an editorial. Talk about classified ads, movie and television information, weather and sports. Elicit that there is often a guide or index that lists page numbers. Have the students tell about times when they wanted to find out what movies were playing, whether a used bicycle was for sale, what the newspaper guide on the chalkboard. List the main headings and their page numbers. Then describe a specific kind of information you are trying to find, and ask the students to give you the page numbers. Continue with this activity until the students appear skilled at directing you to the pages.

Objective: To create an awareness of "signal words" and "signal phrases" in selections. Example: to begin with, "Once upon a time," then, next, "finally," etc.

Materials: Paragraph, pencil, paper.

Activity: Have students read paragraph selection, screen out signal words and phrases, list these on paper. Compare notes, discuss in class or as a group.

References

1. Eldon E. Ekwall. Locating and Correcting Reading Difficulties. Charles E. Merrill Pub. Co., A. Bell & Howell Co., Columbus, Ohio. 1970.

2. A Bouquet of Reading Activities, Oklahoma State Department of Education, 1975.

Grades 7-12

Recognition Level

Skill: Word Analysis Skills

Objective: To recognize words and build vocabulary.

Materials: Word cards or phrase cards or the material may be printed or typed on paper.

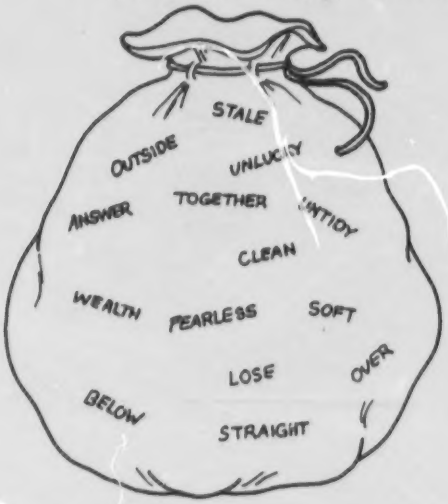
Activity: Words, phrases or complete sentences are written, typed or printed on paper or cards. Each item is given a numerical value from 1 to 5.

Example: A card with one word on it may be worth (1), a harder word (2), and a complete sentence or phrase(3). The cards are placed face down on the table. Each player in turn selects a card and reads it. If he misses the word or one word in the phrase or sentence, he replaces the slip back in the pile. The slips that he can read correctly he keeps. The winners are the ones whose slips add up to the highest number.

Objective: To practice the use of antonyms.

Materials: Mimeograph sheet.

Activity: In the grab bag find an antonym for each word in the columns. Write the antonym on the line after the word.



ask _____
fortunate _____
inside _____
hard _____
gain _____
dirty _____
above _____
fresh _____
crooked _____
neat _____
under _____
wisely _____
fearful _____
leave _____
separately _____
poverty _____

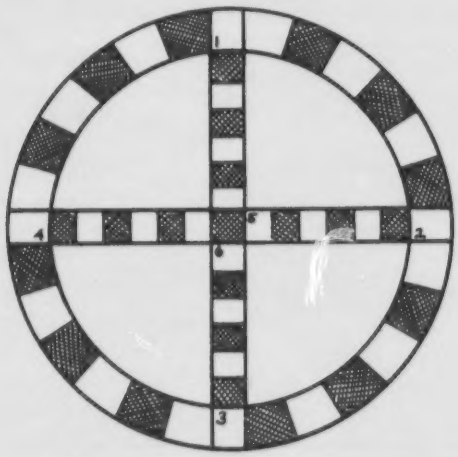
Objective: To review the sounds of or.

Materials: Puzzle page worksheet.

Activity: Directions: Complete the puzzle with or words. In the rim of the wheel the last letter of one word is the first letter of the next. The list will help you.

Around

1. Very hot day.
2. Musical instrument.
3. Stated in other words.
4. Changes the shape or meaning



Down

1. Looked down on
6. A second request for goods

Across

4. Resting as if asleep
5. One who worries.

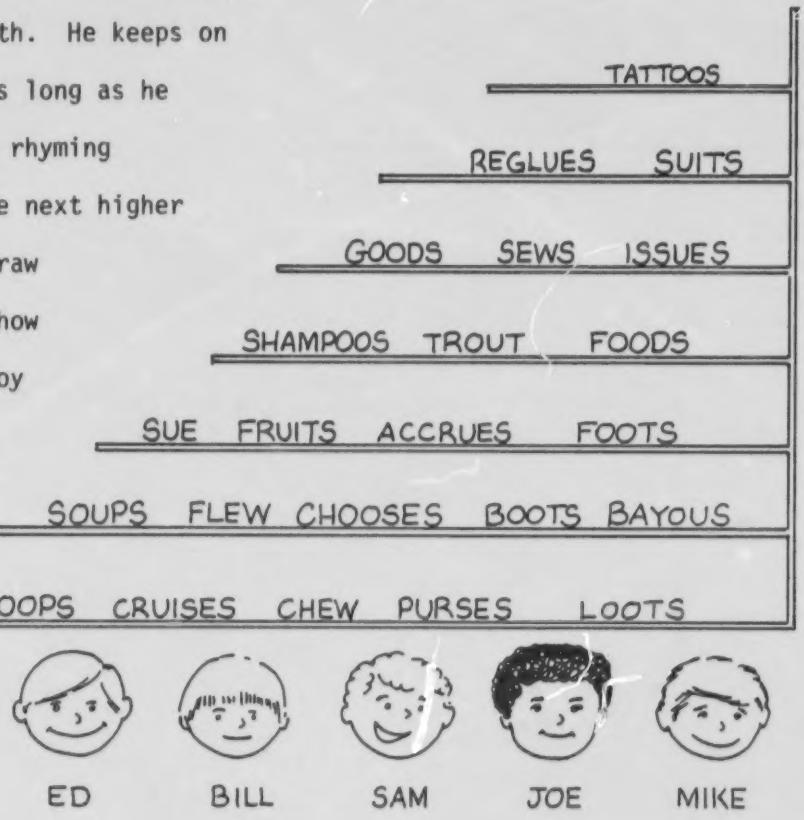
accordion	border	reorder
scorn	worrier	reword
worthless	distort	borough
recorder	worm	workman
scorcher	dormant	moreover

Objective: To review vowel sounds represented by oo, ew, ui, ue, ou.

Materials: Worksheet

Activity: Print the following on a worksheet:

Each of the five boys wants to climb the tree. He starts with the word above him on the first branch. He moves to the second branch if he can find a word on it that rhymes with the word he started with. He keeps on climbing as long as he can find a rhyming word on the next higher branch. Draw lines to show how each boy climbs. Who wins?



Objectives: Given specific suffixes, prefixes, root words or syllables, students will increase vocabulary.

Materials: None

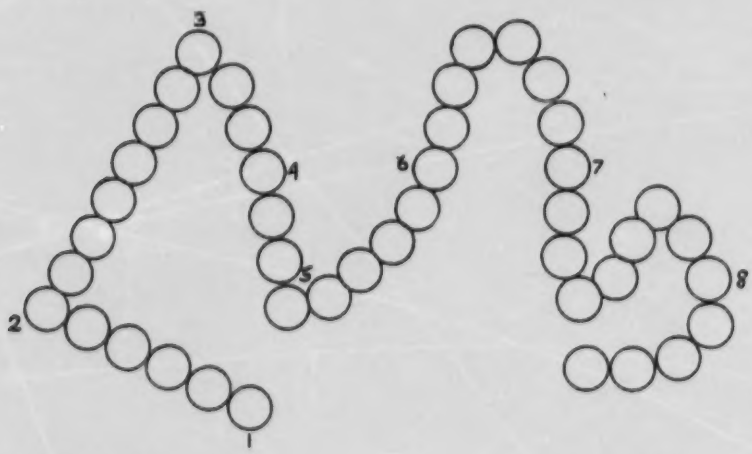
Activity: Begin a search for words of a specific nature. For example, look for as many words as you can find which end in "tion", "ing", or "able", to provide practice with suffixes. The same can be done with prefixes. Or, make syllable practice interesting by searching for words of 4, 5 or 6 syllables. This can be used as a group project with everyone adding to a list on the bulletin or chalkboard; or it can be done individually.

This can be varied numerous ways for studying vowel or consonant sounds, digraphs, blends, or words of a specific type.

Objective: To provide practice in vowels followed by "r". Are, air, ear.

Materials: Puzzle, paper, pencil.

Activity: In this puzzle the last letter of one word is the first letter of the next. Each word contains letters that stand for the sound "ar" represents. The words will help you solve the puzzle.



1. Frightens
2. A cut of pork
3. Large, hairy animal
4. Not common
5. A sweet pastry
6. Fixed
7. Stunt Man
8. Homes of wild beasts.

Skill: Word Meaning Skills

A - specific word meanings
L - multiple word meanings
Use through study of synonyms, antonyms and homonyms:
C - study of interpretation from roots:

Objective: To develop a knowledge of antonyms (or synonyms).

Materials: None

Activity: This game should be played using words in the story. However, it can also be a language arts lesson. The students try to use two words of opposite meaning in the same sentence or in two different sentences.

Example: John is a big boy but he has tiny hands.

Tom went to the market with an empty pail and returned with the pail full of berries.

Objective: Develop an interest in words.

Materials: List of words. Paper and pencil.

Activity: Making anagrams is an excellent challenge to students who finish their work ahead of others. To make an anagram, you take a word, or phrase, rearrange its letters, and form a new word.

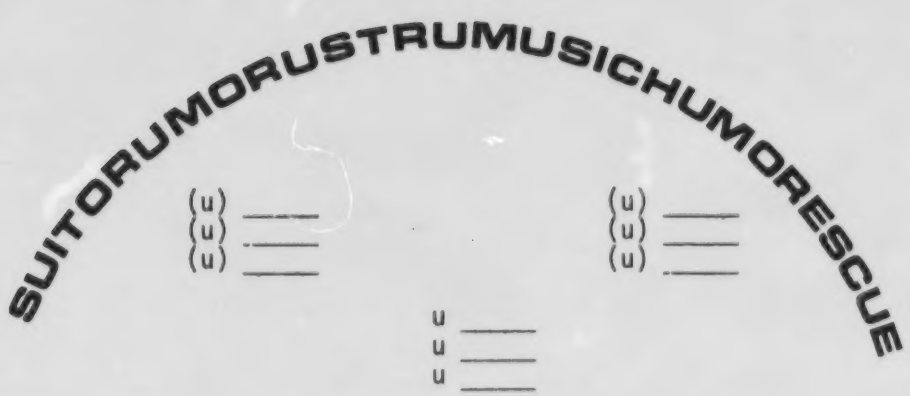
Example: Resist is an anagram for sister.

Each is part of an anagram for teacher.

Objective: To review three sounds represented by U.

Materials: Paper and pencil.

Activity: In this arch of letters find nine words containing sounds u represents. The words overlap each other. Write each word on one of the lines marked for the sound the word contains. Use only words of four or more letters, spelled out in order in the arch.



Comprehension Level

Skill: Reading for main idea, reading for detail and finding details in paragraphs.

Objective: To identify main idea in the topic sentence of a paragraph.

Materials: One copy of paragraph

Activity: Directions: Read the paragraph carefully. Then read the four sentences below it. Which one gives the main idea of the paragraph? Choose the best sentence.

The atomic theory gives us the best way to tell what makes up all matter. It says that all matter is made up of tiny bits. We call these tiny bits atoms. They are too small for us to see. Yet, there are bits of matter that are still smaller. These are the parts of the atom. The parts of the atom have an electric charge.

A. The parts of the atom have electric charge.

B. The atomic theory gives us the best way to tell what makes up all matter

C. Atoms are too small for us to see.

D. We call these tiny bits atoms.

Objective: To locate main idea.

Materials: Newspapers

Activity: Newspaper headlines are ideal for teaching main idea. Headlines may be cut from articles for students to match. They could also be asked to write captions for cartoons and illustrations, as well as headlines for practice in grasping and expressing main idea.

Objective: To stimulate reading for information.

Materials: None

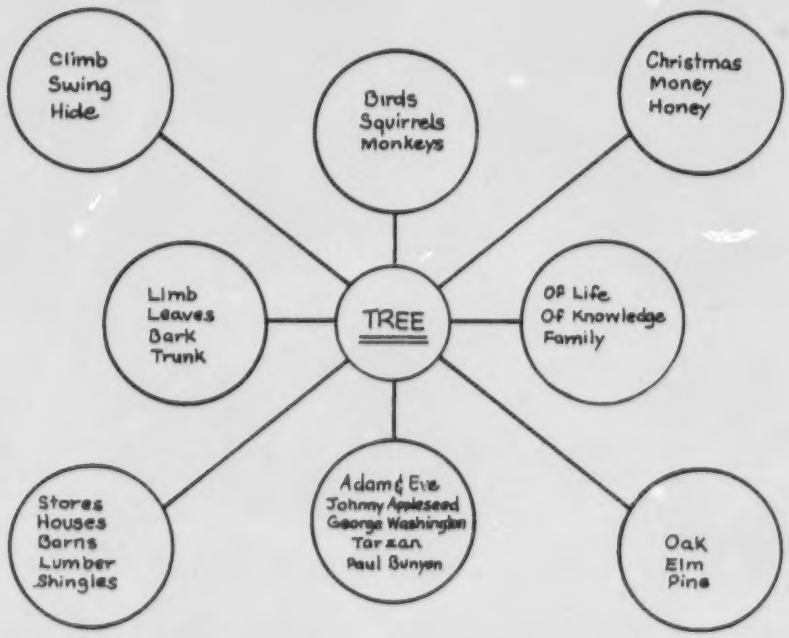
Activity: This game can be played in connection with a social studies lesson or with a selection from the basic reading. A student leader is appointed who then calls on another student to name a famous person related to their lesson or any past lesson. After the person is named, the leader answers with the country or state associated with that individual. He continues to be the leader if he has a correct answer in return. His place as leader goes to the person whose question he could not answer. This game may be played with the leader giving his answer in related facts instead of country or state.

Skill: Organizational Skills - Arrangement of related words or phrases into groups; arrangement of ideas into main and sub-topics.

Objectives: To classify the related words and phrases to a basal word or concept.

Materials: Pencil and paper

Activity: Semantic Mapping: Begin with a word or concept the student knows: Discuss each word and meanings of all words. Start with concept or word in the center and then classify:



Skill: Recall

Objectives: Immediate recall (aided), selection of facts and expression of facts in oral form:

Materials: None

Activity: A player who is called the buyer or shopper points to another player and says, "I'm going to New York," "What can I buy?" By the time a counter has counted off fifteen seconds, he must have named three nouns that begin with "N". Example: Nurse, Nut, Needle. If the person called upon fails to name the three nouns in the designated time, he takes the place of the shopper. Any city may be named, however, it is more meaningful if used in conjunction with a particular Geographical area.

Objective: To gather pertinent information for resource files.

Materials: Newspapers and magazines

Activity: The gathering of pertinent information from newspapers and magazines for all kinds of resource files will highly motivate most students. The more able students could keep a special file as an annotated bibliography of articles read. Other files could cover such topics as book reviews, political campaigns, local history, biographical sketches, photographs and cartoons, current events, recipes, advertisements, menus, "do-it-yourself" columns; examples of literary or artistic style, etc.

Objective: To provide practice in syllabication, division of multi-syllable words.

Material: Puzzle page and pencil.

Activity: Starting with any circled syllable in the pattern, and moving in any direction to another syllable connected to it, find ten words that follow the two consonant syllable division. Write them on the divided lines.

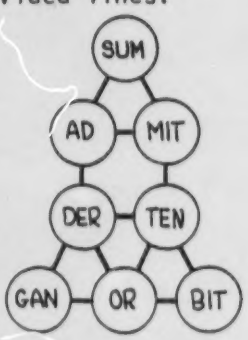
1.___ ___ 6.___ ___

2.___ ___ 7.___ ___

3.___ ___ 8.___ ___

4.___ ___ 9.___ ___

5.___ ___ 10.___ ___



Skill: Study Skills

Objective: To read for information and increase geographical vocabulary.

Materials: None

Activity: The first person participating in the games says, "I am going to Asia to act", or, "I am going to Antartic by air." Being first, he has to visit some geographical location that begins with "A," and must do something that begins with "A", and so it goes around the room. The next player is going to Butte to play bingo, etc.

Objective: Practice in skimming, work study skills

Materials: Newspapers, dictionary, texts, references, etc.

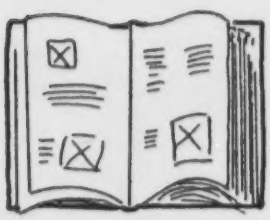
Activity: The teacher may ask the students what happened in the United States today. Students race to find the answer in their newspaper. The one who finds the first correct answer scores one point. Any section of the paper may be used - weather, radio, television, sports, etc. Other mediums that may be used are weekly readers, texts, references, telephone directories, and the dictionary.

Variation: Information may be located in Table of Contents, Indexes, and Bibliography.

Objective: To develop the students skills in efficient use of the textbook.

Materials: A specific text book and question sheet.

Activity: Have students use their textbooks, and work individually to find answers to the questions.



Directions: Let's see how well you can use your textbook to find the information it contains. You can answer each of these questions with a number, a word, or a few phrases.

1. What is the title of this book and what will this book be about?

2. Who is the author? Does this book provide any information about the author?

3. When was this book published?

4. On what page does the unit begin which tells you about "Electric Charges?"

5. Where in your book would you find out how many yards are equal to one meter?

6. Which part of the book tells you how to make some cobalt chloride test paper?

7. Where could you look to find out if copper is an element?

8. What are the major divisions of this book?

(This exercise is applicable only to Exploring Physical Science, Allyn and Bacon. However, it can be adapted to any textbook to determine the skills a student has in using a book.)

Objective: To give practice in the use of dictionary skills.

Materials: Dictionary, pencil, paper.

Activity: Use your dictionary and record the information asked for:

Suppose you opened a dictionary to a page that included this word:	And you wanted to find this word:	Would you turn toward the front or back of the dictionary? (Write front or back.)
tuba	scuba	_____
gorilla	fossil	_____
million	oxygen	_____
journey	hurricane	_____
violet	ultimate	_____
tangerine	yawl	_____
opportunity	pachyderm	_____
luggage	kilometer	_____
efficient	dulcet	_____
several	regalia	_____

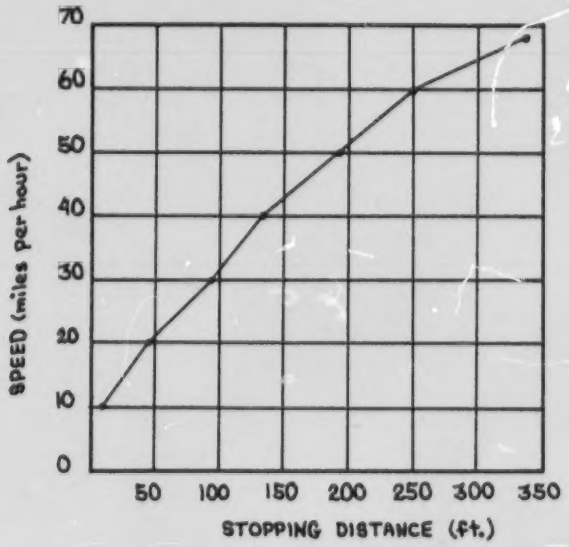
(dictionary skills continued)

Suppose you opened a dictionary to a page that included this word:	and you wanted to find this word:	Would you turn toward the front or back of the dictionary? (Write front or back.)
unreasonable	windlass	
jungle	indigo	

Objective: To develop the students' skill at reading a graph at the literal, inferential, and critical levels.

Materials: 1 paper copy for each student.

Activity: Worksheet as follows:



1. What does each space on the vertical axis (up and down line) stand for?
2. What does each space on the horizontal axis (line going across) stand for?
3. How many feet would it take for a car to stop if the car were going 40 miles per hour?
4. If it took 250 feet for a car to stop, how fast would the car be going?
5. If a point were plotted on the graph at 0, what would that mean?
6. Write one factor that might increase the stopping distance of a car.
7. Approximately how many feet would be required for a car to stop that was going 80 miles per hour?

Objective: To create an interest in words and stimulate interest in the use of the dictionary

Materials: Mimeograph paper.

Activity: Mimeograph on paper and divide into squares, making 16, 20 or 25 equal parts. Begin the puzzle with a three, four, or five letter word. The students try to complete a word puzzle by adding enough letters on either end of the letters in the puzzle. The dictionary may be used. However, the student must know the meaning of the word and be able to use it in a sentence.

Incomplete	Complete
r o	b r o k e
r o	r o l l
r o	g r o a n
r o	r o b e

Objective: To match groups of descriptive details and items and to use details to write riddles.

Materials: Pencil and paper

Activity: Read each group of details. Each group described one person or thing. Write the name of the person or thing on the line.

cherry tree)
Feb. 22)----------
President)

long distance)
area code)----------
ring)

aisle)
curtain call)----------
applause)

sheet music)
practice)----------
scales)

last day)
grades)----------
attendance)

fare)
route)----------
station)

handle bars)
brakes)----------
two wheels)

antenna)
screen)----------
on/off)

Objective: To gather facts to identify conclusions.

Materials: None

Activity: A good riddle lists certain details of an item than a conclusion must be drawn. Use the following as an example and a warm up and then have students write their own riddles that include several details.

Example:

1. What gets hit a lot but never gets hurt? (ball)
2. What keeps falling and never gets up? (rain)
3. Three of them can fit in a yard, but only one of them fits in a sock. (foot)
4. What has two eyes and cannot see? (two needles)
5. What runs but does not work? (motor)

Objective: To apply the strategy to make imaginative inferences.

Materials: Copy of story and questions

Activity: Read the passage and then use your imagination to answer the questions:

My friend Tim Tiny is not an ordinary person. He is nine inches tall and sleeps in a shoe box because beds are too big for him. He thinks a single meatball is a feast and drinks his milk out of a thimble. When he eats Chinese food he uses toothpicks for chopsticks.

Think of the problems Tim's size can cause. Imagine what it would be like to have Tim visit your house. Explain how you would solve these problems.

1. How would Tim get to your house?
2. What would he use for a suitcase?
3. What would he eat for lunch?
4. How would you serve his meal?
5. What would he sit on while he was eating?
6. You decide to play catch. What would you use for a ball?

Objective: To provide practice in following directions: To show they must be followed in order.

Materials: Recipe - paper and pencil.

Activity: Give the students a chart or chalkboard directions for making scrambled eggs. Mix up the directions and let the students put them in order by using the right number.

_____ Get a bowl, a frying pan, 2 eggs, butter, milk, salt, pepper, and a fork.

_____ Add 2 tablespoons of milk and dash each of salt and pepper.

_____ Beat the mixture with a fork until well blended.

_____ Break the eggs into a bowl.

_____ Then pour in the egg mixture.

_____ Melt ½ teaspoon of butter in a frying pan just until it starts to bubble.

_____ When the eggs begin to puff up, lift the edges with a fork or spoon and let the uncooked part run to the bottom of the pan. Do this until the eggs are thick but still moist.

Objective: To use details in descriptive writing.

Materials: Paper and pencil.

Activity: Give the students a detail box containing details and descriptions. Have the students write their own stories but using all the details in their box.

Example:

Detail Box

deserted old house	two girls
dark, moonless night	strange whistling
footsteps on the stairs	lost a shoe
laughed and laughed	played a trick

Objective: To distinguish between main idea and details.

Materials: Groups of words, paper, pencil.

Activity: Make charts showing groups of words. The student will indicate which of the words are details and which are main idea. Example: Read the words. Identify each item as a detail (smaller idea) or a main idea (bigger idea). Write "D" if detail; write "MI" if main idea.

1. _____ car tires
   _____ the earth
   _____ spinning things
   _____ tops

2. _____ barns
   _____ buildings
   _____ houses
   _____ skyscrappers

3. _____ sun
   _____ lamps
   _____ stars
   _____ light sources

4. _____ moon
   _____ milky way
   _____ stars
   _____ night sky

Objective: Given a variety of materials that can be cut into parts students will learn proper sequence of events.

Materials: Old textbooks, old workbooks, old picture science books, or non-captioned comic strips.

Activity: Cut out words from under stories. Clip pictures together with a paper clip. Let students select the group of pictures they want to sequence. Fold paper into booklet form. Students arrange pictures in proper order and paste them into the booklet. A story is written under the pictures. Covers can be designed by the students and books completed.

Variation: Make a cartoon puzzle book as follows: Collect several cartoons. Remove the captions. Place 3 or 4 cartoons on the left-hand page of a notebook. On the opposite (facing) page, place the captions for those cartoons in different order. Do several pages in the same way. Then ask classmates to match the captions to the cartoons and make sense out of nonsense!!

Objective: To provide practice in following directions.

Materials: Box of detergent

Activity: Read the directions on the box of detergent. Then answer questions similar to the following:

1. What are the three steps that the manufacturer recommends for a "best results" wash?

   a.

   b.

   c.

2. If you are not satisfied with this product what should you do?

3. What is the right amount of detergent to use in a front loading machine?

4. What should you do before you begin following directions?

Objective: To develop and enhance map skills.

Materials: Encyclopedia, map

Activity: Make up "Where in the World Am I?" riddles for the class to solve. Find the latitude and longitude of interesting places in the world. Using information from an encyclopedia, write short paragraphs describing the places and give the latitude and longitude of each. Ask the class to name the place from the information you've given. For example:

I am visiting a place that is sometimes called the "City of Angels." It is approximately 34° North Latitude and 119° West Longitude. Where in the world am I.

Objective: To encourage students to read for facts.

Materials: Reference materials

Activity: One challenge that attracts thousands of people, and has attracted them for many years, is the idea of being first in something. Frequently, they don't even care what they do as long as they are the first to do it.

Of course, there can be only one first in anything. Following are the names of people who were first in doing something. Read to find out what each was first in doing. If you wish, write short biographical sketches about each person and put them together into a "Book of Firsts." See how many more names you can add to the list!

John Glenn	Amelia Earhart
Charles Lindbergh	Thomas Edison
Neil Armstrong	Jackie Robinson
Andrew Young	Sir Edmund Hillary
Chris Evert	

Objective: To help students recognize and determine propaganda devices.

Materials: List of propaganda devices and statement sheet.

Activity: List several propaganda devices on a chart or chalkboard. Divide into groups. Give each group several statements and let them decide which label best describes the statement. An example of labels might be:

a. bandwagon	d. name calling
b. plain folks	e. testimonial
c. card stacking	

An example of the statements might be like the following:

1. Golfing great Ima Eagle uses only Sure Hit Clubs; the clubs that'll get you a hole-in-one.

2. Senator Spellbound says, "My opponent's cheap political tricks spell trouble for uniformed voters." etc.

Objective: To give practice in distinguishing between opinion and fact.

Materials: Worksheet

Activity: Give the student's several statements and let them individually decide if they are fact or someone's opinion. After they have done this, let them share with the group why they made the decision they made.

Example statements:

1. You'll love a Super Hamburger!

2. Don uses homemade buns to make his hamburgers.

3. If you buy a Power-Mower, you'll never have one complaint.

Give about 20 or 30 statements at once.

Objective: To give practice in locating information.

Materials: Several sources; almanac, encyclopedia, dictionary, flossary, etc.

Activity: Give the students several questions. Have them decide in which souce the information asked for could be found. The questions should be specific and narrowed to one subject.

Objective: To aid the student in telling different types of literature.

Materials: None

Activity: Give several descriptive sentences. Some describing a play and some describing the format of a book. The student reads the sentence and indicates if it describes a book or a play.

Example:

_____ 1. It contains a list of characters, usually in the order in which they appear.

_____ 2. It contains a table of contents, etc.

Objective: To use context clues to figure out word meanings.

Materials: None

Activity: Directions: Use the context clues to figure out the meaning of each underlined word. Fill in the oval before the correct meaning.

1. His behavior is erratic; one minute he's helpful and the next he's not.

   changeable

   bad

   unchanging

2. Oil must be refined before it can be used.

   forgotten

   approved

   purified

3. Water circulates through the pipes in a building.

   remains

   jumps

   travels

Objective: To recognize and explain idioms.

Materials: Pencil and paper.

Activity: Read the idiom in the box, write the phrase that means the same thing on the line below:

Example:

1.	"I guess we're in business."	2.	catch the waiter's eye.
	ready to begin		_____
3.	flying blind	4.	we are in your hands:
	_____		_____

Variation: Have the students think of idioms to match certain given phrases.

Objective: To practice the skill of outlining.

Materials: Information about a budget.

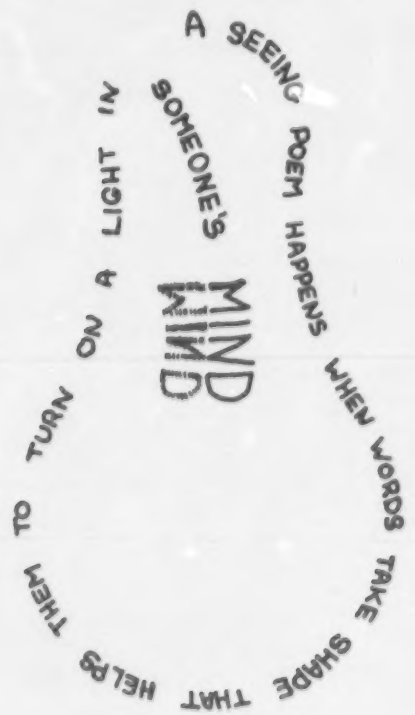
Activity: A good beginning exercise in outlining is to have each student make a budget; using just their own income. It might look something like the following:

Figuring your income
A. List sources of income.
    1. Allowance
    2. Jobs
        a. At home
        b. For other people.
    3. Gifts
B. Add all sources for total.
C. Underestimate doubtful parts.

Objective: To help the students develop an interest in poetry by writing a seeing poem.

Materials: Several books of poetry.

Activity: The students read and find several poems that would fit into a figurative shape that the poem tells about. Then they create their own "Seeing Poem". Example:



Objective: To create an interest in literature.

Materials: Book jackets, cardboard, paste, stapler, scissors.

Activity: Paste book jackets on cardboard. Then cut them into puzzles. Students put them together and become interested in reading the book.

Objective: To create an interest in literature.

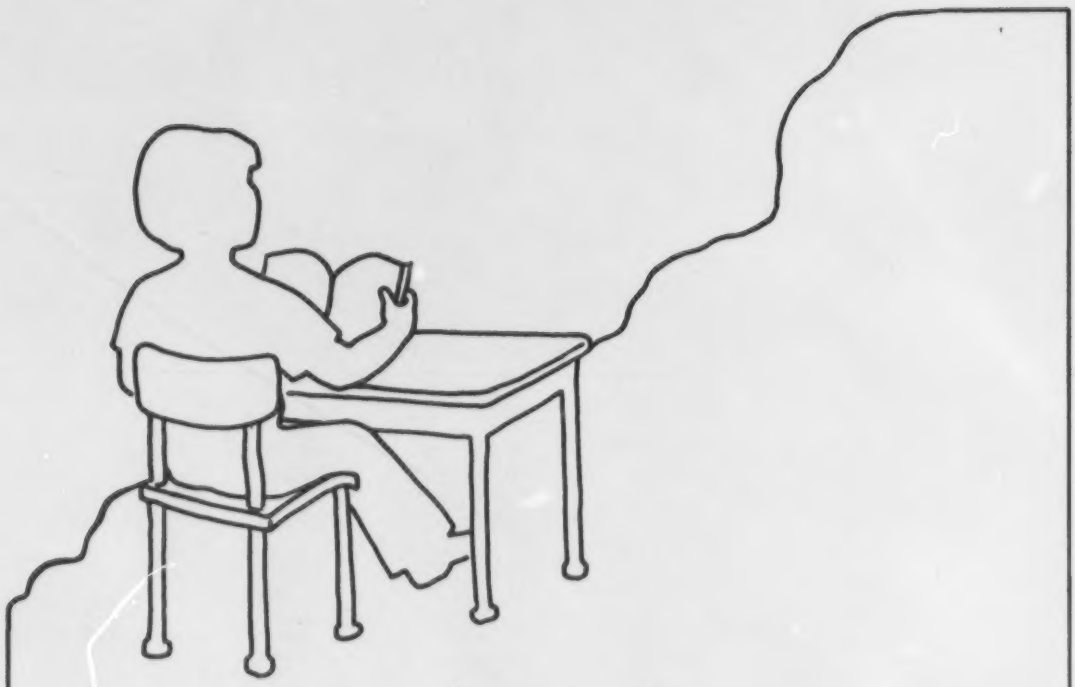
Materials: Outline map, yarn, string or ribbon.

Activity: Students can familiarize themselves with the birthplace of different authors and the geographical settings of stories they have read. Through the use of an opaque projector, project the outline of a world map on butcher paper. The butcher paper can be fastened on the wall. Enough space should be allowed around the outside for illustrations. Once the student has read the book he can select characters and places to illustrate. Use string, yarn or ribbon to connect the illustration with the birthplace of the author or the Country in which the story takes place. Thumb-tacks or pins may be used. Tack the ends of the yarn in place.

Objective: To stimulate purposeful reading.

Materials: A bed sheet, wire or rope; an electric bulb or spot light.

Activity: As a culminating activity at the end of a reading unit an excellent device is the "Shadow Show". Scenes related to the students' past reading are projected as a silhouette against a sheet. Step number one is to arrange a bed sheet on a wire or line rope that is strung across the classroom. The students then arrange a line tableau or puppet that is related to their reading behind the sheet. Step number three - an electric bulb or spot light is located about five feet to the rear of the portrayal and the silhouette is then projected on the bed sheet.



The
Reading Specialist

READING CERTIFICATION

Effective Date-July 1, 1975

READING SPECIALIST

(The Term "reading specialist" is defined to mean full or part-time teachers of reading, reading clinicians, reading supervisors, reading consultants, reading diagnosticians, directors of reading clinics, helping teachers in reading.)

STANDARD CERTIFICATE - Prerequisites

1. Meet present requirements in "General Regulations of Eligibility" for teachers' certificates in respect to citizenship, character and general fitness for teaching, and health.

2. Hold a bachelor's degree from an accredited college or university.

3. Hold, or have held, an Oklahoma standard of life teaching certificate. Prerequisite course work required before preparing for the following certificate includes: "Seven to twelve hours of credit, excluding workshops, which includes preparation in each of the following:

   a. Basic reading skills including methods and materials in instruction of reading.

   b. Methods of teaching elementary language arts.

   c. Children's and/or juvenile literature."

4. Have three or more years of satisfactory teaching and/or clinical experience. A year in connection with this experience requirement is considered to be a minimum of six months (120 days) or more of full-time work in one session or in two consecutive sessions, if the experience is teaching. If the experience is clinical, two months (40 days) or more of full-time work in one session, or in two consecutive sessions.

5. Be recommended for the certificate by the institution at which the preparation program was completed, if an Oklahoma institution. Present regulations applicable to standard and provisional teachers' certificates pertaining to completion of college work for the certificate and to institutional recommendation, and to applications based on college work completed in institutions outside Oklahoma, shall be applicable to the reading specialist certificate as well.

6. Complete at an Oklahoma institution an approved program for the reading specialist certificate, or, in applicable cases, equivalent work prior to establishment of formally approved programs; or equivalent work at an institution outside Oklahoma as determined by the Oklahoma certification authorities.

STANDARD CERTIFICATE - Specialized Education - Minimum Essentials

Formal admission to graduate study in an approved program for the certification and completion of 30 hours in appropriate courses taken for graduate credit, or hold a Master's degree in reading. In either case, the program must include:

1. A minimum of 12 semester hours in graduate level reading courses with at least one course in each of the following:

   a. Foundations or survey of reading--A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be first in a sequence of reading courses.

   b. Diagnosis and correction of reading disabilities--The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.

   c. Clinical or laboratory practicum in reading--A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.

2. An additional minimum of 12 semester hours from the following courses:

   a. Measurement and/or evaluation.
   b. Child and/or adolescent psychology or development.
   c. Personality and/or mental hygiene.
   d. Educational psychology.
   e. Literature for children and/or adolescents.
   f. Organization and supervision of reading programs.
   g. Research and the literature in reading.
   h. Other approved courses.
   i. Linguistics.
   j. Communications.
   k. Curriculum.

3. The remainder of semester hours be obtained from additional courses under 1, 2, and/or related areas such as:

   a. Foundations of education.
   b. Guidance.
   c. Speech and hearing.
   d. Exceptional child.

After July 1, 1976, no person shall be granted a standard certificate to teach in the public schools of this state unless he has satisfactorily completed a course of two or more semester hours in the Education of the Exceptional Child.

PROVISIONAL CERTIFICATE - Prerequisites

1. The applicant shall satisfy all general regulations of eligibility.

2. Hold a bachelor's degree from an accredited college or university.

3. Hold, or have held, an Oklahoma standard or life teaching certificate. Prerequisite course work required before preparing for the following certificate includes: "Seven to twelve hours of credit, excluding workshops, which includes preparation in each of the following:

   a. Basic reading skills including methods and materials in instruction of reading.

   b. Methods of teaching elementary language arts.

   c. Children's and/or juvenile literature."

4. Be recommended for the certificate by the institution at which the preparation program was completed, if an Oklahoma institution. Present regulations applicable to standard and provisional teachers' certificates pertaining to completion of college work for the certificate and to institutional recommendation, and to applications based on college work completed in institutions outside Oklahoma, shall be applicable to the reading specialist certificate as well.

5. Complete at an Oklahoma institution an approved program for the reading specialist certificate, or, in applicable cases, equivalent work prior to establishment of formally approved programs; or equivalent work at an institution outside Oklahoma, as determined by the Oklahoma certification authorities.

PROVISIONAL CERTIFICATE - Specialized Education - Minimum Essentials

Formal admission to graduate study in an approved program for the certificate and completion of 20 hours in appropriate courses taken for graduate credit distributed as follows:

1. Twelve semester hours of section 1 and the remainder from sections 1, 2, and 3.

   a. Foundations or survey of reading--A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.

   b. Diagnosis and correction of reading disabilities--The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.

   c. Clinical or laboratory practicum in reading--A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.

2. An additional minimum of 12 semester hours from the following courses:

   a. Measurement and/or evaluation.
   b. Child and/or adolescent psychology or development.
   c. Personality and/or mental hygiene.
   d. Educational psychology.
   e. Literature for children and/or adolescents.
   f. Organization and supervision of reading programs.
   g. Research and the literature in reading.
   h. Other approved courses.
   i. Linguistics.
   j. Communications.
   k. Curriculum.

3. The remainder of semester hours be obtained from additional courses under 1, 2, and/or related areas such as:

   a. Foundations of education.
   b. Guidance.
   c. Speech and hearing.
   d. Exceptional child.

TEMPORARY CERTIFICATE - Prerequisites

1. The applicant shall satisfy all general regulations of eligibility.

2. Hold a bachelor's degree from an accredited college or university.

3. Hold, or have held, an Oklahoma standard or life teaching certificate.

4. The applicant shall complete the following minimum academic preparation.

TEMPORARY CERTIFICATE - Specialized Education - Minimum Essentials

Formal admission to graduate study in an approved program for the certificate and completion of eight semester hours in reading courses taken for graduate credit.

Introduction To The State Reading Section

STATE READING SECTION

--Serving the reading needs of students through serving the instructional needs of teachers.

c. July 1, 1979

OKLAHOMA STATEWIDE READING INSERVICE

The inservice plan implemented July 1, 1979 by the Oklahoma State Department of Education's State Reading Section is designed to serve the reading needs of students through serving the expressed instructional needs of teachers, beginning the levels K-6 in FY-80, K-9 in FY-81, and K-12 thereafter. Inservice is being provided on-site to all requesting LEA's statewide, using the following procedure:

1. During the State Reading Consultant's initial LEA visit, teachers and administrators are requested to discuss specific instructional and program concerns and respond in writing.

2. A statewide needs assessment instrument, created from resulting concerns statements, is administered before and after the semester's inservice to document the importance of each need and level at which it is being met.

3. Semester-long inservice seminars designed to address each LEA faculties' prioritization of needs are conducted in four to six on-site semi-monthly sessions of two or three hours each, held during the school day. Specific faculty needs are addressed with practical teaching/learning strategies and appropriate organizational techniques presented in a "hands-on" format to insure a maximal level of teacher understanding and to facilitate subsequent implementation. Activities designed for each seminar are judged for appropriateness on the basis of existing conditions in each school (demographic factors; plant facilities; size of school; attitudes of teachers, administrators, and community; and level of use of available materials and desired innovations). Sharing the expertise of local teachers is encouraged through purposeful involvement of all faculty in planning and conducting each session.

4. Evaluation of inservice is based on an analysis of the level of need fulfillment and yearly assessment of (a) student reading achievement; (b) student interest in reading; and (c) teachers' and principals perceptions of the inservice effectiveness.

5. Program maintenance includes on-site visits to determine (a) the level of use of specific innovations and (b) the need/desire for additional inservice. Appropriate inservice has been conducted on a continuing basis as requested.

J. D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE FEDERAL

S. H. MACDONALD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

MEMORANDUM

TO: School Administrators of Oklahoma

FROM: State Reading Section Staff, Zoe Leimgruebler, Administrator, and Patti Walker, Assistant Administrator

SUBJECT: Program, Available Services, and Commitment of the Newly Created State Reading Section

Statement of Need

Probably the most neglected technique for attacking reading problems is inservice training for teachers. Principals who have used inservice training have found it most effective when it has been concentrated in two areas: (1) encouraging more positive attitudes of reading teachers, and (2) helping teachers gain the tools and techniques that lead to success with students.

Often there is no systematic way for teachers to become familiar with better methods or new materials. Regional centers and college campuses help by providing a locale which teachers can visit in order to see what is new and available, but the busy classroom teacher usually has no opportunity to visit such projects. The principal can provide this opportunity.

The State Reading Section's Philosophy of Reading

The main goal of reading instruction is successful communication, learning, and ultimately, the enjoyment of reading. Through identifying the child's individual capabilities, strengths, and weaknesses and working within that framework, the teacher, through self-motivation, can help the child achieve these goals.

Purpose

To serve the reading achievement needs of elementary students through serving teachers' instructional needs.

Our Staff's Commitment to Oklahoma School Superintendents

Upon request of the district/county superintendent, the State Reading Section Coordinators will conduct a series of on-site inservice meetings with elementary school administrators and teachers to accomplish the following objectives:

1. Determine the reading needs of students.

2. Determine the instructional needs of teachers.

3. Plan with administrators and teachers the direction and needed content of the inservice to be conducted.

4. Conduct a 4-6-session seminar during which teachers' expressed needs will be met through practical and realistic classroom teaching and learning strategies.

5. Provide follow-up activities according to the needs/desires of your principals and/or teachers.

The School Administrator's Commitment to the State Reading Section

Upon notifying the State Reading Section of an interest in on-site inservice meetings with coordinators, the superintendent should be prepared to:

1. Support positively and promote the aims and objectives of the State Reading Section.

2. Allow two hours' time per seminar session within the workday for inservice meetings.

Procedure for Obtaining the Services of the State Reading Section Coordinators

1. Inform your principals of the on-site inservice opportunities available.

2. Encourage the principal to call Dr. Zoe Leimgruebler or Ms. Patti Walker (405) 521-3341 to obtain an application form.

State Reading Section
State Department of Education
Oliver Hodge Memorial Education
Building, Room 220
2500 North Lincoln
Oklahoma City, Oklahoma 73105

OBJECTIVES AND ACTIVITIES OF THE STATE READING SECTION

Objective 1.1 The overall knowledge of participating teachers (in those areas of reading instruction within which a need for information has been expressed) will increase significantly as a result of State Reading Section inservice.

1.1.1 Expressed needs of teachers will be documented and summarized to form a Needs Assessment Instrument.

1.1.2 Knowledge/information in LEA (faculty-prioritized) needs areas will be imparted in on-site workshops both through presentation of appropriate concepts and through practical application of those concepts to the specific classroom teaching situation.

1.1.3 Measurement of need fulfillment status will be accomplished through pre-post administrations of the Needs Assessment Instrument and analyses of the data collected.

1.1.4 Program maintenance will be accomplished through on-site meetings with teachers and administrators as needed/requested.

Objective 2.1 Overall student achievement in reading will be increased significantly as evidenced by results on standardized reading achievement tests administered to a representative sample of the participating schools.

2.1.1 Data will be gathered from the Standardized Reading Achievement Tests currently in use in participating schools.

2.1.2 Examining the test results for only those students who have remained in the same school throughout a given pre-post testing period, these data will be analyzed to determine statistically significant changes in achievement status during subsequent school years.

2.1.3 Results will be reported yearly to the State Superintendent of Public Instruction, the State Board of Education, and the Governor of Oklahoma.

Objective 3.1 Students in reading classes of participating teachers will develop more positive attitudes toward reading as indicated by the number of books read and the results of a Reading Attitude Inventory administered in pre-post fashion to a representative sampling over a period of a school year.

3.1.1 Participation in the following activities will be encouraged in all Oklahoma schools contacted by the State Reading Section:

a. Student poster contests featuring some aspect of reading.

b. DEAR: Drop Everything And Read--daily 20-minute periods of silent reading of self-selected materials.

c. Daily 20-minute periods during which teachers read orally to their classes using Newbery, Caldecott, Sequoyah, and other award-winning books.

d. Purposeful exposure of student to current nominations for the Sequoyah Book Award (an exclusive of Oklahoma) and yearly balloting by students.

e. Student reading certificates awarded for reading 25 books.

3.1.2 Pre-post adminstration of a Reading Attitude Inventory will be accomplished with a random sampling of students in participating schools. These results will be analyzed to determine the extent to which reading attitudes of students in grades 4-12 have been improved.

Objective 4.1 Students in classes of participating teachers will more readily perceive reading as a worthwhile activity for learning as well as for enjoyment of leisure time, as measured by a Reading Attitude Inventory (see activities 3.1.1 and 3.1.2).

Objective 5.1 Students in participating schools will experience an increasing number and depth of learning activities designed to develop reading-related (a) survival and (b) study and research skills.

5.1.1 The State Reading Section staff will provide teachers with ideas, teaching strategies, and learning activities in such areas as (a) how to study and learn; (b) how to complete job applications, etc.; and (c) how to read for varied specific pruposes.

Objective 6.1 The State Reading Section staff will continue to update, improve, and expand knowledge and skills in the areas of (a) reading research; (b) use of professional, textual, and supplementary materials available; and (c) teaching techniques and/or learning strategies appropriate to the reading needs of students and teachers.

6.1.1 The staff will attend appropriate staff development seminars.

6.1.2 The staff will read extensively in current and "classic" literature on reading instruction.

6.1.3 Through staff development seminars conducted at the LEA, the State Reading Section staff will aid teachers in applying research findings to classroom practices.

Objective 7.1 The State Reading Section staff will conduct needed research to determine the effectiveness of (a) staff development activities; (b) motivational projects implemented at the LEA; and (c) specific instructional methods utilized in schools (see activities 1.1.2, 2.1.1, 2.1.2, 2.1.3, and 3.1.2).

Objective 8.1 The State Reading Section staff will provide guidelines for self-evaluation of reading programs at the LEA and encourage teachers and administrators to conduct needed research studies toward the goal of greater success in reading instruction.

8.1.1 Curriculum materials will be developed and appropriately disseminated.

8.1.2 Knowledge of research design and techniques will be imparted to requesting LEA personnel.

Objective 9.1 Each teacher participating in the first semester of follow-up inservice will clarify in writing (a) his/her philosophy of teaching reading; (b) long and short-term goals; (c) specific teaching strategies relative to the accomplishment of each goal; and (d) a method of evaluating the results.

STATE READING SECTION

NEEDS ASSESSMENT PROCEDURE

The Needs Assessment phase of the State Reading Section's Inservice Program consists of the following steps:

1. Group discussion of student, teacher, and LEA program needs.
2. Administration of the Teacher Concerns Inventory (p. 202).
3. Faculty collaboration in prioritizing their needs (oral discussion).
4. A constant reassessment of needs in order to provide relevant activities.
5. Formal pre/post assessment for documentation purposes.

In order to document the apparent effect of the inservice on teachers' perceptions of their need fulfillment levels, a needs assessment instrument was developed to be used in a pre/post manner.

Thirty-five needs statements were created as a result of summarizing the responses to Question #2 on the Teacher Concerns Inventory from the 674 teachers served in the fall semester, 1979. This instrument, found on page 202, has been administered to all inservice participants. Results indicate that teachers, to a statistically significant degree, felt that their instructional needs had been fulfilled during the semesters' 4-6 two-hour inservice sessions.

TEACHER CONCERNS INVENTORY

_____
GRADE(s)

Please answer the following questions in complete sentences. Write your statements in order of importance to you, beginning with your greatest concern.

I. What are your concerns about this inservice?

1.

2.

3.

II. When you think about teaching reading in your own classroom, what are your deepest needs and concerns?

1.

2.

3.

4.

STATEWIDE NEEDS ASSESSMENT SURVEY

State Reading Section
State Department of Education

In order to be the best reading teacher I can be and do the most that I can for my students, I feel the need to learn more about:

A. MOTIVATION

1. How to more effectively motivate students to read for personal enjoyment.

2. How to more effectively motivate students to use reading skills for the sake of learning.

B. METHODS OF TEACHING READING

3. How to more effectively utilize the language experience approach.

4. How to more effectively utilize linguistic methods.

5. How to maximize the use of basal readers.

6. Effective methods for teaching disabled readers.

7. Effective methods for teaching gifted readers.

C. USING SPECIFIC ORGANIZATIONAL STRATEGIES

8. Creating learning centers in my classroom.

9. How to more effectively individualize my reading program.

10. How to better diagnose reading difficulties.

11. Techniques for determining students' individual learning styles.

12. How to match the materials and activities to students' skill reinforcement needs.

13. Ways of determining the readability (reading levels) of materials.

14. How to more accurately determine individual students' specific reading levels.

15. How to more accurately place students in materials of appropriate readability levels.

16. Available materials for meeting specific student needs.

17. Selecting materials for classroom use.

18. Ideas and procedures for making skill reinforcement materials (learning games, etc.).

19. Record keeping systems that help save time and energy.

20. Effective student grouping methods.

21. Alternative classroom management techniques (managing group and individual activities).

D. TEACHING SPECIFIC READING SKILLS

22. The overall scope of reading skills.

23. Appropriate sequencing of reading skills.

24. Alternative methods for determining student's specific skill levels.

25. Determining appropriate readiness activities for each level.

26. Strategies for teaching phonics skills.

27. Strategies for teaching comprehension skills.

28. Strategies for teaching reference/study skills.

29. Strategies for teaching listening skills.

30. Strategies for teaching content area reading skills.

E. WORKING WITH PARAPROFESSIONALS

31. More effective ways to work with parents.

32. More effective ways to train and utilize tutors.

F. TEXTBOOK EVALUATION

33. Effective ways to evaluate basal reading textbooks for district adoption and classroom use.

34. Effective ways to evaluate supplementary reading materials for district adoption and classroom use.

G. AFFECTIVE NEEDS OF STUDENTS

35. Ways to improve student self-concept.

	DEGREE OF IMPORTANCE				TO WHAT DEGREE IS THIS NEED CURRENTLY BEING MET			
	NONE	LOW	MODERATE	HIGH	NOT AT ALL	PARTIALLY MET	GENERALLY ADEQUATE	FULLY MET
1.	1	2	3	4	1	2	3	4
2.	1	2	3	4	1	2	3	4
3.	1	2	3	4	1	2	3	4
4.	1	2	3	4	1	2	3	4
5.	1	2	3	4	1	2	3	4
6.	1	2	3	4	1	2	3	4
7.	1	2	3	4	1	2	3	4
8.	1	2	3	4	1	2	3	4
9.	1	2	3	4	1	2	3	4
10.	1	2	3	4	1	2	3	4
11.	1	2	3	4	1	2	3	4
12.	1	2	3	4	1	2	3	4
13.	1	2	3	4	1	2	3	4
14.	1	2	3	4	1	2	3	4
15.	1	2	3	4	1	2	3	4
16.	1	2	3	4	1	2	3	4
17.	1	2	3	4	1	2	3	4
18.	1	2	3	4	1	2	3	4
19.	1	2	3	4	1	2	3	4
20.	1	2	3	4	1	2	3	4
21.	1	2	3	4	1	2	3	4

	DEGREE OF IMPORTANCE				TO WHAT DEGREE IS THIS NEED CURRENTLY BEING MET			
	NONE	LOW	MODERATE	HIGH	NOT AT ALL	PARTIALLY MET	GENERALLY ADEQUATE	FULLY MET
22.	1	2	3	4	1	2	3	4
23.	1	2	3	4	1	2	3	4
24.	1	2	3	4	1	2	3	4
25.	1	2	3	4	1	2	3	4
26.	1	2	3	4	1	2	3	4
27.	1	2	3	4	1	2	3	4
28.	1	2	3	4	1	2	3	4
29.	1	2	3	4	1	2	3	4
30.	1	2	3	4	1	2	3	4
31.	1	2	3	4	1	2	3	4
32.	1	2	3	4	1	2	3	4
33.	1	2	3	4	1	2	3	4
34.	1	2	3	4	1	2	3	4
35.	1	2	3	4	1	2	3	4

SCHOOL _____
(optional)

GRADE LEVEL _____

Do you hold a Reading Specialist certificate?
TEMPORARY PROVISIONAL STANDARD

Graduate hours completed in reading:
1-9 ____ 10-20 ____ 21-30 ____

Undergraduate hours completed in reading:
3 ____ 6 ____ 9 ____ 12 ____

STATE READING SECTION

GRADE LEVEL READING PROGRAM SURVEY

SCHOOL _____ GRADE LEVEL _____

1. Number of teachers in this grade level _____

2. Name of basal used: _____

3. Supplementary materials used and which ones? _____

4. Methods Used: (Please prioritize according to which method is used most)

   Number of teachers in this grade using each method _____

   _____ Basal approach

   _____ Interest centers

   _____ Totally individualized

   _____ Teacher-made materials

   _____ Language experience

   _____ Other (specify) _____

5. School Testing Program:

   Are achievement tests given? _____ If so, which ones? _____
   Yes/No

   _____

6. How are classes grouped within your grade level?

   ABILITY_____ RANDOM _____

7. How do you group for reading instruction?

   ABILITY_____ INTEREST GROUPS _____

   OTHER _____

8. What, if any, special materials and/or techniques are being used?

   _____

9. What kind of hard equipment is being used?

_____ tape recorders _____ language masters

_____ filmstrip projector _____ controlled reader

_____ television _____ other (specify) _____

_____

10. What placement methods are being used? _____

_____

STATE READING SECTION

ADMINISTRATOR'S SURVEY

1. To what degree do you feel your own administrative reading program needs were assessed in preparation for this inservice?

1	2	3	4
low			high

2. To what degree do you feel that your expressed administrative program needs were fulfilled during the semester's inservice?

1	2	3	4
low			high

3. To what degree do you feel your teachers' instructional needs were assessed in preparation for this inservice?

1	2	3	4
low			high

4. To what degree do you feel your teachers' expressed instructional needs were fulfilled during this inservice?

1	2	3	4
low			high

5. To what degree do you feel that this inservice was practical, appropriate, and meaningful for your specific school situation?

1	2	3	4
low			high

6. Do you anticipate needing additional reading inservice in the future?

YES NO

7. If so, would you want the State Reading Section Consultant to conduct it?

YES NO

If not, why?

8. In your school, what is the potential for implementation of ideas and methods presented through the inservice program?

1	2	3	4
low			high

9. In what way(s) do you feel that we can improve our inservice program:

   a. Pre-inservice preparation phase?

   b. Inservice sessions conducted during the semester?

10. What kind of follow-up would you desire for the future?

11. If you feel the inservice was not effective for your teachers, please explain why.

LEAVE BLANK IF YOU PREFER

Name of District_____

Name of Person Completing Survey_____

STATE READING SECTION

NAME _____ SCHOOL _____

SCHOOL DISTRICT _____ GRADE LEVEL TAUGHT _____

TEACHER QUESTIONNAIRE

1. To what degree do you feel that the ideas and handouts presented in the State Reading Section inservice were beneficial to you as a teacher?

   NONE (1) LOW (2) MODERATE (3) HIGH (4)

2. To what degree do you feel that the discussions generated in the inservice were beneficial to you as a teacher?

   NONE (1) LOW (2) MODERATE (3) HIGH (4)

3. To what degree did the ideas, handouts, and discussions address your expressed needs as a teacher?

   NONE (1) LOW (2) MODERATE (3) HIGH (4)

4. To what extent do you feel you had an opportunity to share your ideas and feelings with others during the inservice sessions?

   NONE (1) LOW (2) MODERATE (3) HIGH (4)

5. To what degree do you feel the ideas and activities presented were practical for application in your classroom?

   NONE (1) LOW (2) MODERATE (3) HIGH (4)

6. To what degree do you feel better about yourself as a classroom teacher NOW as compared with BEFORE the inservice?

   NONE (1) LOW (2) MODERATE (3) HIGH (4)

7. a. To what extent have you tried to experiment with any different ideas, methods, or activities since the inservice (i.e., anything you hadn't been doing before)?

      NONE (1) LOW (2) MODERATE (3) HIGH (4)

   b. To what extent do you feel that the inservice experience was responsible for motivating you to try different ideas or approaches?

      NONE (1) LOW (2) MODERATE (3) HIGH (4)

c. If you have not chosen to try any new approaches or ideas, please tell us why.

d. What do you feel that you have been able to do better in your classroom as a result of this inservice?

8. To what degree have you seen positive changes in your students since the inservice?

a. attitudes	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)
b. behaviors	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)
c. reading interest	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)
d. reading skills	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)

9. What different ideas or techniques did you learn that you still might like to try at some time in the future?

10. For each category listed below, to what degree has working with this person or group helped you make positive changes in your instructional program?

a. School Administrator	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)
b. Peer Teachers	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)
c. State Reading Section Consultants	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)
d. Classroom Aides	NONE (1)	LOW (2)	MODERATE (3)	HIGH (4)

11. In what areas would you desire additional assistance from the State Reading Section?

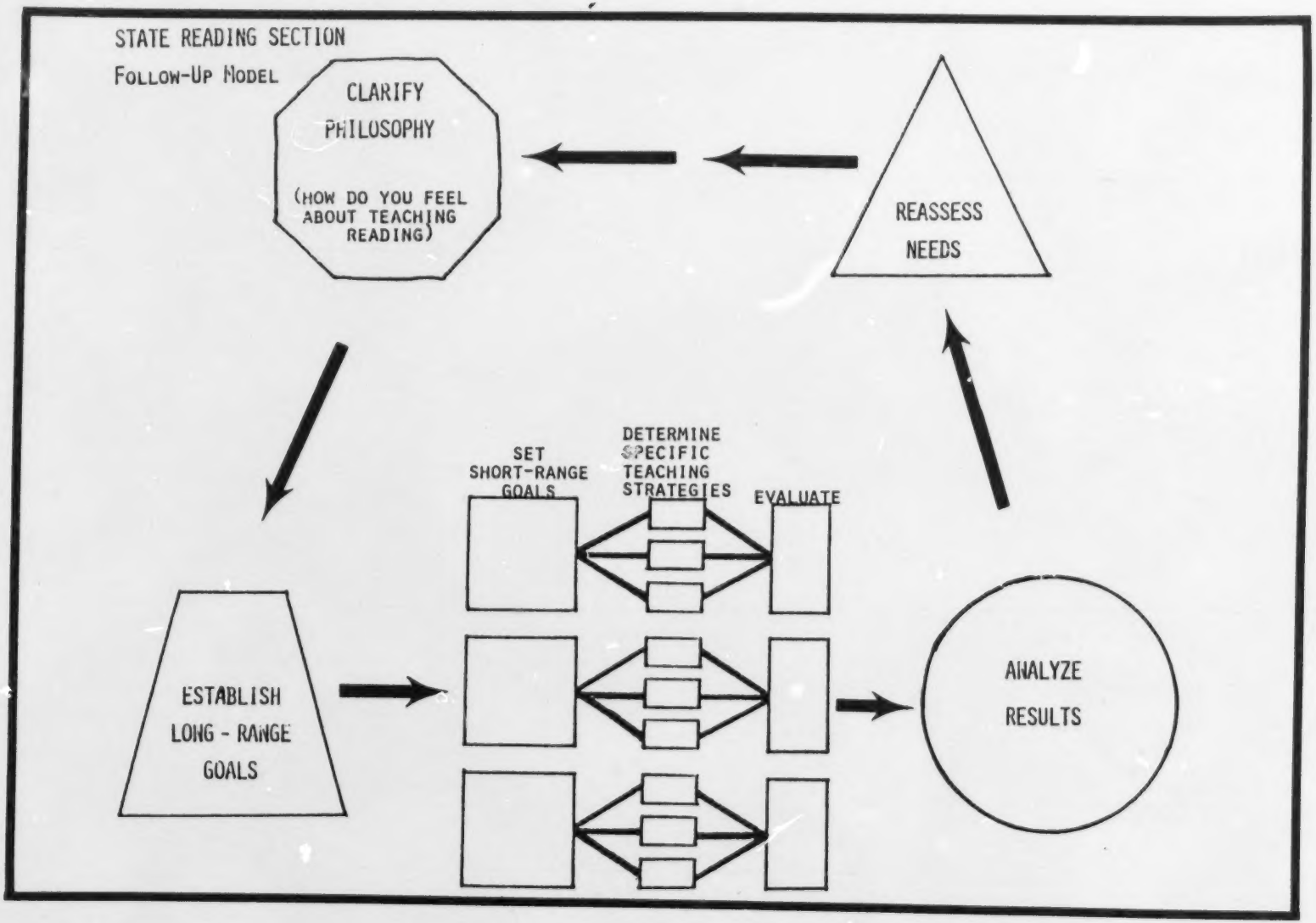
12. Which form of follow-up inservice would you prefer?

___ 1) Individual visits with you in your classroom
___ 2) Small group meetings with teachers in your own grade level
___ 3) Total faculty meetings
___ 4) Informal conferences with you outside the classroom
___ 5) Other (specify) _____

13. How often should follow-up sessions be scheduled?

___ 1) Once each month per semester
___ 2) Twice each month per semester
___ 3) Twice each semester
___ 4) Other (specify) _____

14. What changes could you suggest for improvement in our inservice program?


STATE READING SECTION
FOLLOW-UP MODEL
CLARIFY PHILOSOPHY
(HOW DO YOU FEEL ABOUT TEACHING READING)
REASSESS NEEDS
ESTABLISH LONG - RANGE GOALS
SET SHORT-RANGE GOALS
DETERMINE SPECIFIC TEACHING STRATEGIES
EVALUATE
ANALYZE RESULTS

THE FOLLOW-UP MODEL--AN EXPLANATION

The State Reading Section's primary function is to maintain a continuous needs-based inservice program which is available upon request to local schools. The optional plan for our first semester's Follow-Up Inservice is illustrated in the model on the preceeding page.

This model is a result of analyzing the expressed needs of more than 4,000 teachers and principals throughout Oklahoma. In each case, the expressed needs have focused on improving individual classroom, grade level, and/or schoolwide reading programs.

The optional Follow-Up Inservice plan includes a working-through process for the entire LEA staff--one which the following components are clarified in writing, thus providing a sound basis for making those decisions which will effectively set the direction for the desired program improvements:

1. PHILOSOPHY - How do you feel about students; about teaching reading--individually, as well as collectively?

2. GOALS - Specifically, what do you want to accomplish in your reading program--at the individual classroom, grade, and school level?

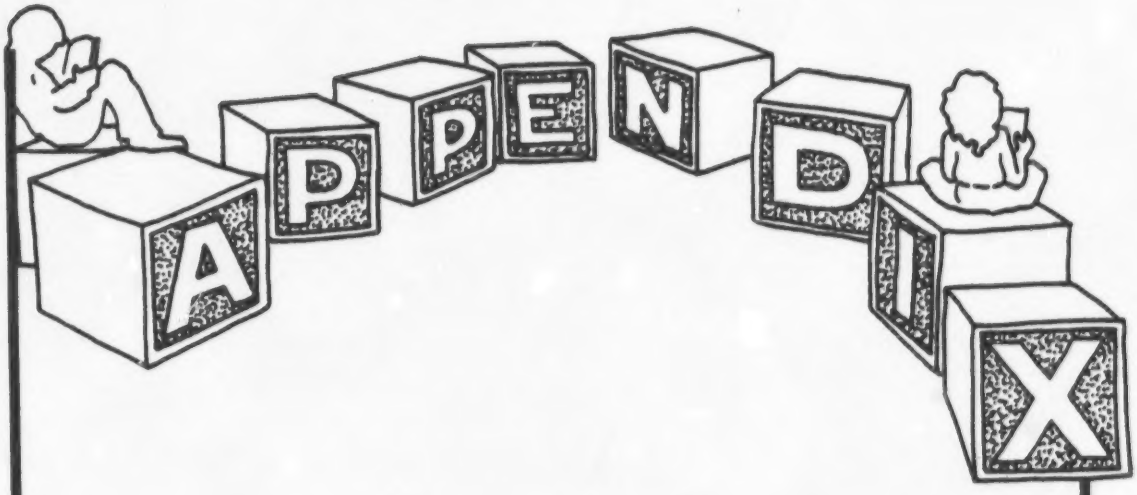
3. TEACHING STRATEGIES - What specific strategies or activities can you employ to help accomplish your stated goals?

4. EVALUATION PROCEDURES - How can you measure to determine the degree to which you are having success?

5. ANALYSIS OF RESULTS - What do your findings mean?

6. REASSESSMENT OF NEEDS - What is needed now? New and/or different goals? New or different teaching strategies?

The questions we use to help clarify faculty members' thoughts and feelings on these points are found in Section II of this handbook--DEVELOPING YOUR PHILOSOPHY, GOALS, AND OBJECTIVES (Teaching Strategies). The option is yours. Let us know if we can be of service.



Appendix A

Addressing Learning Styles and the Need for Different Teaching Strategies

APPENDIX A

A CONSIDERATION OF LEARNING STYLES

Each of us learns in unique ways according to our perceptual and sensory strengths. The problems encountered by students involve both the receptive and expressive areas of learning.

-- Not all students can learn through the lecture/listen approach. Many need visual as well as auditory input.

-- Not all students can learn through the "read the chapter and answer the questions" approach. Many need auditory as well as visual input.

For example, in retaining information from the printed page, many students need to accompany the visual input of reading with the auditory input of reading aloud to themselves. This aids retention through:

-- Allowing the child to concentrate more intensely.

-- Hearing what is read, thus providing the inflection which often makes the crucial difference in meaning (literal or interpretive).

-- Insuring the student that sufficient time can be spent processing each separate thought and in connecting one topic with another--thus providing more time for knowledge and insights to get from short-term into long-term memory.

In planning for instruction, teachers may want to consider modifying their classroom practices to meet students' learning style needs.

-- The potential for learning is greater when teaching styles more nearly match learning styles.

-- The potential for learning is greater when students are allowed the freedom to utilize behaviors which accommodate their learning styles.

The following pages are offered as a beginning point for discovering and meeting students' learning style needs.

LEARNING STYLE CHARACTERISTICS AND TEACHING STRATEGIES

SOME CHARACTERISTICS OF CHILDREN WITH AUDITORY-CHANNEL DEFICITS:

1. He may be restless and exhibit poor behavior.
2. He may have difficulty following oral directions.
3. He may consistently ask for repetitions.
4. He may turn his head when he tries to listen.
5. He may be easily distracted by competing auditory stimuli.
6. He may appear to be emotionally distrubed or mentally retarded.
7. He may have difficulty getting meaning from sound or speech.
8. He may have trouble with sound localization--telling where the sound is coming from.
9. He cannot tell when sounds are the same or different.
10. Similar sounding letters are often confused.
11. Problems may be evident with learning phonics and in blending sounds.
12. He may appear to be distractable and hyperactive as he attends to extraneous noises around him.
13. He may pay more attention to the teacher next door.
14. He may not be able to focus attention on his work when the teacher is working with another student.
15. He cannot blend sounds into syllables and words.
16. He may not be able to put sounds together to make words he hears orally.
17. He may have difficulty in following a sequence or directions at home as well as at school.
18. He generally is able to understand and to recognize words but has difficulty retrieving them.

SOME CHARACTERISTICS OF CHILDREN WITH VISUAL-CHANNEL DEFICITS:

1. He may be overly sensitive to light.
2. He may have a reduced sensitivity to light, causing visual perception inefficiency.
3. He may exhibit an inability to track a moving object.
4. He may have trouble distinguishing an object from the irrelevant background.
5. The student connot discriminate differences and sameness as it pertains to objects and symbols.
6. He may have difficulty in visualizing a "whole" and omit portions or details from objects or symbols.
7. He has trouble recalling what he has seen, both for short and long periods of time.
8. He may experience more difficulty in spelling and writing than in reading.
9. He cannot "see" things or symbols in his mind's eye.
10. He may be able to remember all of the parts but he gets them in the wrong sequence. (hpoe for hope).

11. He may be able to read a word (cat), but if given the letters he cannot put them together to form the word.
12. He may have difficulty matching shapes, geometric forms, or symbols.
13. His written work may be disorganized.
14. He may form letters incorrectly when forced to write on a crowded page.
15. He may have difficulty keeping his place while he reads or copies material.
16. He may skip sections of tests or omit parts in his workbook.
17. The most frequent complaint of the teacher is that he "never" finishes his work."
18. He may be poor in physical education activities.

The visual learner will usually have a higher Performance score than a Verbal score on the WISC-R.

SOME TEACHING IDEAS & STRATEGIES FOR THE VISUAL LEARNER.

The following strategies will help the visual learner utilize his weaker auditory skills:

1. Activities where he closes his eyes and tells what he hears, where it's coming from, what's making the sound, etc.(blindfold games).
2. Begin by teaching grossly different sounds, moving slowly to finer discriminations.
3. Should not teach similar sounding letters (p & b, f & v).
4. Should not overload in teaching...not introducing more than one new sound a day (or less often, if necessary).
5. Student may need to get off by himself for part of the day (an "office", free from auditory interruption).
6. Use tapes or records to help the student build sound selectively, using ear phones.
7. The music teacher can provide activities that will aid the student in listening to the blending of tones,
8. The pushing together of anagrams, clay, and sandpaper letters will help the child "see" how sounds go together through physical blending.
9. Tapes of word analysis and word systhesis...put into a game where he guesses the word from given sounds (c-at).
*10. In teaching reading, build in spelling patterns (am, op, et) linguistically; linguistic readers.
11. Use sentence completion games, i.e., "On the way to school I saw a _____", with each child adding one thing. All kinds of auditory memory games.
12. Tell a story, have him tell it back in sequence.
13. Games utilizing sounds of the letters (How many words do you know that begin with b ?).
14. Sort unlabled pictures into categories of names that begin with the same sound.
15. Grab bag...child takes an object out and gives the name of something else that begins with the same sound.

16. Rhyming words....listen for them, make them up.
17. Phonetic Quizmo, Doghouse game.
*18. Scrabble, Spill & Spell, Anagrams.
*19. Work a puzzle from the wrong side.
*20. Read to younger children.
*21. Put a number of objects on the table, let him look at them for 30 seconds, close his eyes while you take one away, then gues which one is missing.
*22. Cut up a cartoon or a sentence...have him put it together.
*23. Exercises that require rapid reading to locate a specific answer.
*24. Exercises that emphasize word recognition rather than word analysis.
*25. Anything to help build a good sight vocabulary.

*These are activities that reinforce his strong visual modality; the other activities are to be used sparingly in helping him to cope with reduced auditory skills.

Always be sure vision has been throughly checked. Seat him away from windows, fans, etc., and closer to the source of the sound. Teacher may need to amplify, adjust rate, and/or face the child when speaking.

The auditory learner will usually have a higher Verbal score than Performance score on the WISC-R.

SOME TEACHING IDEAS & STRATEGIES FOR THE AUDITORY LEARNER.

The following strategies will help the auditory learner utilize his weaker visual skills:

1. Games that call for finding hidden objects in pictures.
2. Teacher reads short sentences, and points to the words, then the student points as the teacher reads ..to help the student differentiate between the word and the space. The student does not have to be able to read to do this.
3. Have as little visual distractors in the room as possible.
4. The teacher may need to block out areas in workbooks so that the student can better attend to specific tasks.
5. As the student holds objects, he describes how they are alike and how they're different.
6. Use pictures to match same and different.
7. Puzzles.
8. Dot to dot pictures.
9. Completion of incomplete pictures.
10. Utilize tactile-kinesthetic associations.
*11. Usually learns better with the phonics or linguistic approach rather than the whole-word approach.
12. Games---Spill & Spell, Spello, Anagrams, "I Spy", Grab Bag.
*13. Memory games involving hearing letters, numbers, names, vowel & consonant sounds.

*14. Tell his day in order; repeat a sentence; repeat a series of numbers (as in telephone nos.).
*15. Use of records and tapes.
*16. Sorting pictures and objects by beginning sounds.
*17. Rhyming games and words.

*These are activities that reinforce his strong auditory modality; the other activities are to be used sparingly in helping him to cope with reduced visual skills.

Always be sure his hearing has been thoroughly checked.

Developed by Judie Weaver, State Department of Education, State Reading Section, 1981.

THE KINESTHETIC LEARNER

There are few established characteristics of a student that would be labeled as "kinesthetic". However, a student who cannot learn word recognition and word analysis techniques by any other strategy would be exposed to some of the basic kinesthetic tactics.

Sometimes this type of student could be characterized as one who "takes forever to settle down"...he has trouble getting started on his work. He may rearrange his desk, sharpen his pencil, drop papers, go to the bathroom, get a drink...all types of "stall" tactics. This is the student who is somewhat hyperactive, but can do his work once he gets started. This student would be a good "monitor"; that is, assign him some meaningful activities that necessitate the use of his body in order to get the wiggles out before he begins to work at his desk.

For the severely reading disabled student, there are two basic kinesthetic programs that some teachers have had success with. The Fernald Tracing Method emphasizes left-to-right progression; it emphasizes syllabication, and it stresses reading for meaning. It should be used only for as long as the student needs a special method for learning word recognition. It is quite time-consuming and requires individual instruction. Briefly, here is how it is used:

1. The reader chooses a word he wants to learn, and the teacher writes the word for him with a dark crayon on a piece of heavy paper. The student then traces the word with his index finger, saying the word aloud in syllables. He does this until he can write the word correctly. Next, he copies the word on an index card and files it in alphabetical order in a box for further study. He always uses the word in a sentence or story.

2. At the second stage, the reader writes the word he wants to learn, pronouncing the word to himself in syllables as he writes it. He also writes each newly-learned word on an index card and files it in his box, always using the word in a sentence.

3. At the last stage, he is able to recognize or write words without tracing them or writing them from copy. However, he continues to file all newly-learned words in his box.

Other learning and reinforcement techniques include:

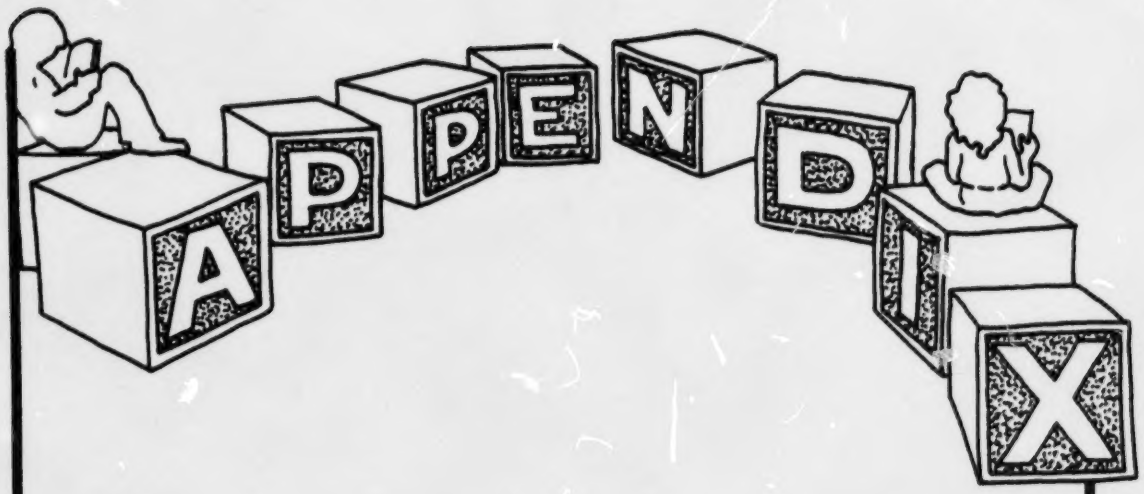
1. Writing in the air.

2. Writing on the board.

3. Writing on the student's back.

4. Emphasizing word - configuration.
5. VART techniques - Gillingham - Stillman Method.
6. Writing the word(s) with glue and tracing.
7. Sandpaper letters for making words, tracing, identifying while blindfolded.
8. Cereal alphabet - glue onto colored construction paper.
9. Individual slates with raised writing lines - use colored chalk.
10. Fisher-Price magnetic boards with letters and numbers.

Developed by Judie Weaver, State Department of Education, State Reading Section, 1980.



Appendix B

Individualizing the Reading Program – Organizational Strategies

APPENDIX B

THE CONTRACT

A Practical Plan For Structuring The Individualized Reading Program

The individualized reading program focuses on providing successful learning experiences for all students through utilizing the following procedures.

A. Determining for each student his/her:

---specific skill strengths and weaknesses

---instructional reading level

---interests, hobbies

---areas of special talent

---affective needs

---learning style

B. Determining the readability level of materials available for use in the classroom.

C. Matching appropriately to each student's skill needs, interests, talents, learning style, and instructional reading level:

---instructional materials

---teaching techniques/strategies

---learning strategies

Individualized reading does not necessitate nor does it need to employ a plan in which students work on a one-to-one basis with the teacher all of the time. In fact, to the contrary, the individualized reading program is most successful when the teacher purposely plans for and achieves a healthy balance of individual activities, small group lessons (in which student work in self-selected groups of 2-6), and total group activities involving debate and/or discussion of the topics being studied. Students need the interaction with one another and the opportunity to share knowledge, experiences, and insights.

The most difficult part of individualizing the total reading program is achieving the inner structure crucial to successful management of this kind of program. This "inner structure" is achieved through:

---careful scheduling of the student's time

---planning and organizing the materials and activities needed

---managing the avialable space so that specific kinds of activities are associated with places in the classroom which have been physically arranged to most effectively facilitate learning through those activities.

---creating a helpful affective atmosphere by cultivating an accepting attitude within each child toward:

(1) his/her role within the individualized program.

(2) the responsibility for his/her own progress.

(3) competing only with what s/he thinks s/he is capable of accomplishing (as opposed to competing with others).

(4) the level at which s/he is currently achieving (as revealed only within the one-to-one conference between teacher and child).

(5) achieving success at his/her appropriate instructional level.

Only when this kind of careful structuring is successfully achieved can the individual program provide the best affective environment for students--one in which each child is allowed the freedom and independence necessary to encourage initiative and, ultimately, to develop the responsibility for his/her own prescriptive learning activities.

Six years in its development, the Contract Plan offered in the following pages was created in an effort to provide a reliable structuring device for individualizing the reading program within the regular classroom. This classroom situation involved:

---one teacher with no aide

---30-35 students of varying abilities.

It was successfully used in both the departmentalized classroom and in the 2-hour language block (during which reading, English, spelling, penmanship, and creative writing were taught). It has also been used successfully from grade 3.5 through the college level.

Any teacher can individualize his/her program to fulfill students' special needs. In each case, the program will vary according to the individual teacher's philosophy, goals, objectives, and personality characteristics. The Contract Plan is easily adaptable to fit not only the teacher's unique desires/needs, but also the instructional program within any of the content areas.

APPENDIX B

PROCEDURE

A. Laying the Groundwork:

The six weeks of preparation for initiating the Program included the following necessary steps:

1. Diagnostic testing was completed, revealing the skill development, interests, and emotional needs of each child.

2. Each child learned the correct use of available materials.

3. Grouping for specific reading and language skills was practiced.

4. Each child learned to record his own progress through the use of charts representing various comprehension and word-attack skills.

5. The children were taught the basic concepts, goals, and mechanics of the Contract Plan.

6. We worked to establish attitudes that were necessary to the more relaxed classroom atmosphere needed for our program---emphasizing respect, consideration and empathy for others, as well as cooperation, responsibility, and self-discipline.

B. The Tools We Needed:

1. The Contract Plan Sheet - containing spaces for name, date, contract #; name of book, story, lesson, or activity; point count for each project; total point count; teacher approval; grade for each project; and total contract grade. (See page 234.)

2. The Point System - since each child worked at his own level in all skills, I devised a point system based on the average length of time required to complete each task (rounded off to 5 or 10 - i.e., SRA Power Builder, 40 points). The Contract work was then based on a total number of points to be completed within the 3-4 day period (at a rate of 100 points per day).

3. Materials and Activities Offered in the Point System - all materials were multi-level to insure fulfillment of individual needs, and covered levels 2-9 inclusively. Each child earned an assigned number of points for the written or oral performance of specific tasks represented by the following:

   a. Basal and Remedial Readers from many publishers

   b. 4-level Skills File containing work sheets for each of 12 basic reading and language skills on each level

c. 375 library books (levels 2-12 for which I wrote a card catalog giving the reading level and summary of each book in addition to usual catalog information)

d. Plays (child-authored and/or printed)

e. Collections of creative writing and book report suggestions

f. Debates

g. Research units

h. Crossword puzzles for spelling and/or sight words

i. 50 pizza-board games, each of which involved a specific reading skill (leveled--made by children under teacher direction)

j. Various printed and home-made devices designed for perceptual and motor training

By necessity, the "free choice" items were limited to 25% of the total work on the first few Contracts. As the children became more proficient in the skill of choosing wisely for their needs, this portion was gradually increased to the point that it consumed 80-100% of each Contract. In order to insure variety in the Program, it was necessary to limit and change the "fun" activities offered. On each successive contract, new and different projects were added, replacing the old.

C. Execution of the Contract Plan:

1. All written work was kept in the Reading Folder, along with Contract Plan Sheets, Skills Progress Charts, and the Point Count List of materials available.

2. Each child wrote his plan of study on the Contract Sheet.

3. Individual conferences were held in which the teacher helped each child achieve a well-balanced contract that was both fun and appropriate to his skill-development needs.

   Children with emotional or special learning problems were given tasks they could accomplish successfully. This was done on a daily Contract basis.

   The teacher signed each contract as agreement was reached.

4. Each child worked at his own pace, completing the tasks in the order he preferred. Each work page had to be labeled as to source, story title, lesson, and page number. Immediately upon completing of a task, the child was required to check it (often with teacher assistance) and make the necessary corrections. Oral performances were given during the last 15-20 minutes of class on a day chosen by the children involved. Posters, dioramas, etc. were shown in the same manner and placed on display.

   Help was always close at hand. I was free to assist individuals and encouraged "buddy systems" -- as long as aid was reciprocal.

5. Creative endeavors earned no less than a "B+."

   The Total Contract Grade for the week was based on the effort exerted by each child in relation to his current capabilities and was independent of his lesson grades within. A completed Contract was worth an "A"; extra effort earned an "A+" and bonus points, the number of which were recorded for the child's future use.

   The contracts with work sheets attached were read thoroughly. Lessons were spot-checked with manuals, credit for each was signified on the Contract Sheet, and Total Points were audited. Personal notes were written to indicate a job well done, improvement shown, work needed in specific skills, or readiness for skill level advancement. This tedious procedure was necessary to the success of the program. In addition to grades, an effort was made (possible only with the children's help) to record each child's progress in specific skills, books he has read, and his changing interests for future reading suggestions.

6. Upon returning the contracts, individual conferences were held to discuss the written comments. Contract Sheets were placed in the Reading Folders and work sheets filed, thus removing the temptation to reuse a lesson.

7. Once the program was employed, the days in-between contracts were spent retesting and regrouping for skills progress; research units leading to debates and classroom discussion; oral sharing of library books and films; additional multi-level Basal and Remedial Reader use; listening to and discussing records based on the Newbery Award Books; and playing reading games involving the entire class.

EVALUATION

The Contract method of individualizing reading instruction was an enjoyable experience. The children responded well to the privilege of helping "write the prescription" for their skill weaknesses. Each child came to understand his needs and worked diligently toward the goal of self-improvement. The skill development lessons were no longer viewed as "busy-work." Reading levels were checked each six weeks, and the children were thrilled with their obvious achievement. Joint efforts were highly creative and successful because the children had been allowed to choose their own topics, projects, and working partners.

Our grading system had removed both the pressure of daily grades and the need to cheat. The children graded their work pages honestly because their mistakes in no way endangered the evaluation of their Contracts.

Leisure reading was encouraged through (1) individual and class discussions centered around the children's interest, (2) soliciting the children's aid in locating information for units of study (drug use, etc.) (3) allowing spontaneous sharing of stories and books they enjoyed, (4) giving Contract points for reading and sharing of books, and (5) NOT requiring specific reading levels, number of pages, and reports for all books read. As a result, the children were reading constantly, giving book-oriented plays, monologues, "interviews with the author", and puppet shows that we were forced to limit the number of such books reports allowed on each Contract.

So well received was the Contract method that the children soon began requesting weekly Contracts. Between December and May we averaged three per month - a slight deviation from the original semi-monthly plan.

If you plan to initiate a program of individualized instruction, you should anticipate the following conditions, and plan accordingly:

1. You must make sure, in advance, that:

    a. You have a thorough knowledge of each child's needs, interests, and learning styles.

    b. You and your students are well-versed in the correct use of all materials to be offered.

2. To succeed, you must be willing:

    a. To forego the "ego trips" you would normally experience in daily lecture.

    b. To allow the children a limited amount of freedom to move about the room and to work with each other.

c. To let your classroom become a little less tidy (remedied by weekly "cleanliness contests" and rotating table chairmen).

d. To take criticism from your more "traditional" colleagues who think that their system is the only way.

e. To allow the easily distracted children a secluded work area (as a privilege--at the child's request).

f. To use all of your class time working with individual children--leaving the plans and records for after hours.

g. To give totally of your love and energies to the children proving your genuine concern for their needs.

Any truly individualized program consumes all of the energy a teacher can muster. However, the results of such a program make the efforts expended a worthwhile endeavor.

Developed by Zoe E. Leimgruebler, Ph.D., Administrator, State Reading Section, State Department of Education, 1979.

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THE CONTRACT SHEET

Suggested Format for Contract Between Teacher & Individual Students:

DATE BEGUN _____

DATE COMPLETED _____ _____
STUDENT'S NAME

READING-LANGUAGE ARTS CONTRACT # _____

ACTIVITY: BOOK & STORY TITLE, PAGE NUMBERS, ETC.	PROFICIENCY LEVEL	# OF POINTS EARNED	TEACHER CHECK
TOTAL # OF POINTS COMPLETED		_____	_____

COMMENTS AND SUGGESTIONS FOR NEEDED LEVEL SHIFTS, FURTHER SKILL REINFORCEMENT, ETC.

_____

_____

_____

WE, THE UNDERSIGNED, HEREBY AGREE TO FULFILL OUR MUTUAL RESPONSIBILITIES IN EXECUTING AND EVALUATING THIS CONTRACT.

_____ _____
STUDENT'S SIGNATURE TEACHER'S SIGNATURE

APPENDIX B

HOW TO BEGIN A LEARNING CENTER PROGRAM

A. Orientation With Students

1. The class needs to make rules about the usage of the centers. (ENFORCE THEM)

2. The teacher needs to review the centers after the child is finished. I used a rack that displayed greeting cards in a store to hold my centers.

3. A folder needs to be made for each child as some centers require a written assignment for the child to do.

4. No grades. I used positive reinforcement stamps or comments on the written assigned work.

B. Center Usage

1. Four reading groups - ROTATE

   a. Instructed reading

   b. Centers

   c. Seatwork - 2 groups

2. Ten new centers every two weeks. These centers should reinforce previous skills that were taught earlier.

3. Every other Monday explain new centers.

C. Materials to Use For Learning Activities

1. Folders, manila envelopes, pringle cans, tag-board, pizza rounds, laminating film or contact paper, pellon, embroidery paints, magic markers, fadeless art paper, yarn, wallpaper, books, etc.

   (Many of these items may be donated by parents)

D. Organizing Learning Centers

1. One method is using a file box with index cards. One card is made for each specific skill area. As a center is made, the teacher should write down the type of center and a description of the center.

LF - Large Folder
C - Golf T Cards
MP - Large Math Packets
mp - Small Math Packets
W - Cake or Pizza Wheels
P - Large Packets
p - Small Packets
PC - Pringle Cans

2. Make sure your name or initials, skill, number of pieces, number of centers, etc. are on each center for identification.

E. Storage of Learning Centers

1. The centers must be stored in an orderly way so that the teacher will be able to find them when she needs them for a specific skill.

2. The most important point is to number the centers so the teacher will save time in locating the center.

F. Record Keeping

1. NONE - except keeping track of the centers you use.

G. Advantages

1. Manipulating the centers will help the child retain the skills.

2. The child will learn to do things independently.

3. The child will learn to read and follow directions.

4. Students do not spend their entire morning doing written assignments.

5. Learning centers provide a higher level of motivation.

6. Learning activities provide the student with the experience of finding and correcting his own mistakes.

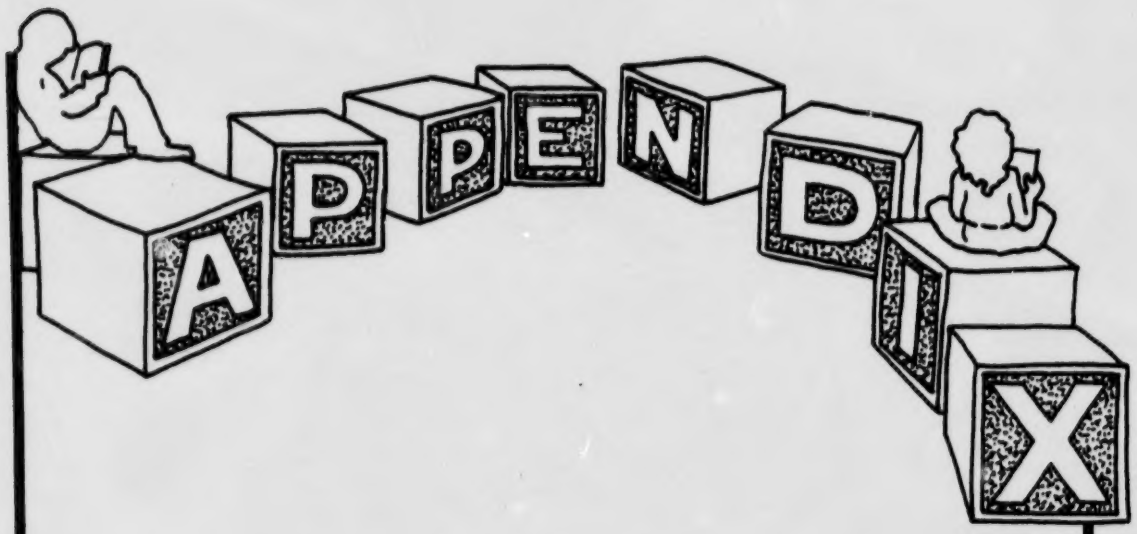
7. Once a center is made, it can be used over and over again.

8. LEARNING CAN BE FUN!!

Developed by Jane Matlock, State Department of Education, State Reading Section, 1980.

FALCONS (name of reading group)	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
SARAH WEBB	red M	red TU	red W	red TH	red F	green M	green TU	green W	green TH	green F
PATTI WALKER	g F	r M	r TU	r W	r TH	r F	g M	g TU	g W	g TH
CONNIE GILL	g TH	g F	r M	r TH	r W	r TH	r F	g M	g TU	g W
PENNY LAUBACK	g W	g TH	g F	r M	r TU	r W	r TH	r F	g M	g TU
DEE DEE MUNDELL	g TU	g W	g TH	g F	r M	r TU	r W	r TH	r F	g M
BARBARA ENGLAND	g M	g TU	g W	g TH	g F	r M	r TU	r W	r TH	r F
JANE MATLOCK	g F	g M	g TU	g W	g TH	g F	r M	r TU	r W	r TH
CARLA NIGHTENGALE	r TH	r F	g M	g TU	g W	g TH	g F	r M	r TU	r W
ZOE LEIMGRUEBLER	r W	r TH	r F	g M	g TU	g W	g TH	g F	r M	r TU
MARY CAMPBELL	r TU	r W	r TH	r F	g M	g TU	g W	g TH	g F	r M

APPENDIX B



Appendix C

Textbook Evaluation

APPENDIX C

TEXTBOOK EVALUATION: AN INTRODUCTION

State Adoption of Textbooks: The State Textbook Committee consists of two educators from each Congressional District plus one lay person. These members from all sizes of districts throughout the State are appointed for three-year terms by the Governor of the State of Oklahoma. During a given committee member's term of office, each is working full time at a public school job and freely gives of his/her time and talents to serve the teachers and children of Oklahoma.

When it is time to adopt textbooks in given curriculum area, all publishers of appropriate books for that area are given an opportunity to submit bids for books to be adopted. All bids are considered and voted upon by the State Committee.

During the evaluation process, every State Textbook Committee member enlists the help of and listens to the input from many classroom teachers, all of whom are well qualified and are currently teaching the subject area being considered. After evaluating the books themselves and carefully analyzing the data submitted by all teachers who have aided in the evaluation process, the State Textbook Committee chooses--by majority vote--the ten best selections from all of those series which were bid. Therefore, the State Adopted Textbook List represents the highest quality material available at the time for local schools to adopt and use.

Local Adoption of State-Adopted Textbooks:

Once the ten selections in a given subject or curriculum area are made, it becomes the responsibility of local school administrators and teachers to carefully evaluate all books on the list and choose the series which they consider most appropriate for their own needs.

We hope that the following suggestions will be helpful in your efforts to conduct a thorough textbook evaluation:

1. Using the Fry Readability formula included in this section, determine the readability levels of each book. This, along with determining students instructional reading levels, will enable you to appropriately place students in their instructional materials.

2. Obtain from each publisher the Skills Sequence on which teaching in that particular series is based. Compare each of these skills lists:

   --- with the others published

   --- with recognized skills lists of Dr. Walter Barbe, Kaluger and Kolson and others

   --- with those objectives which provide a basis for competency testing programs (eg., McGraw-Hill, Educational Progress Corporation, or any other your school might be using)

   --- and, more importantly, compare all textbook skill sequence lists with your own list of skills/objectives you feel should be taught at your particular grade level.

3. Read each book carefully to determine if they contain, to your satisfaction:

   --- good "child-appeal"

   --- good grammatical structure

   --- desired content

   --- desired values

--- desired writing style (eg., story development-plot, theme, etc.)

--- good use of standard English

--- appropriate vocabulary content and levels.

4. To obtain a very thorough evaluation, you may choose to use the Textbook Evaluation Form in this section. This form:

--- has been used successfully in a large school district for several years

--- has been approved both by the State Department of Education's Textbook Division and the State Reading Section.

GRAPH FOR ESTIMATING READABILITY-EXTENDED

By Edward Fry, Rutgers University Reading Center
New Brunswick, New Jersey*

Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.

2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.

3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.

4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.

5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.

6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.

7. A syllable as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

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APPENDIX C

FRY READABILITY FORMULA

A. Book Title _____ Publisher _____

Grade Level _____ Copyright _____

Subject _____

	PAGE	START	END	SYLLABLES	SENTENCES
a.					
b.					
c.					

TOTAL _____ _____

÷ 3 = _____ _____

average average

READABILITY _____

B. Book Title _____ Publisher _____

Grade Level _____ Copyright _____

Subject _____

	PAGE	START	END	SYLLABLES	SENTENCES
a.					
b.					
c.					

TOTAL _____ _____

÷ 3 = _____ _____

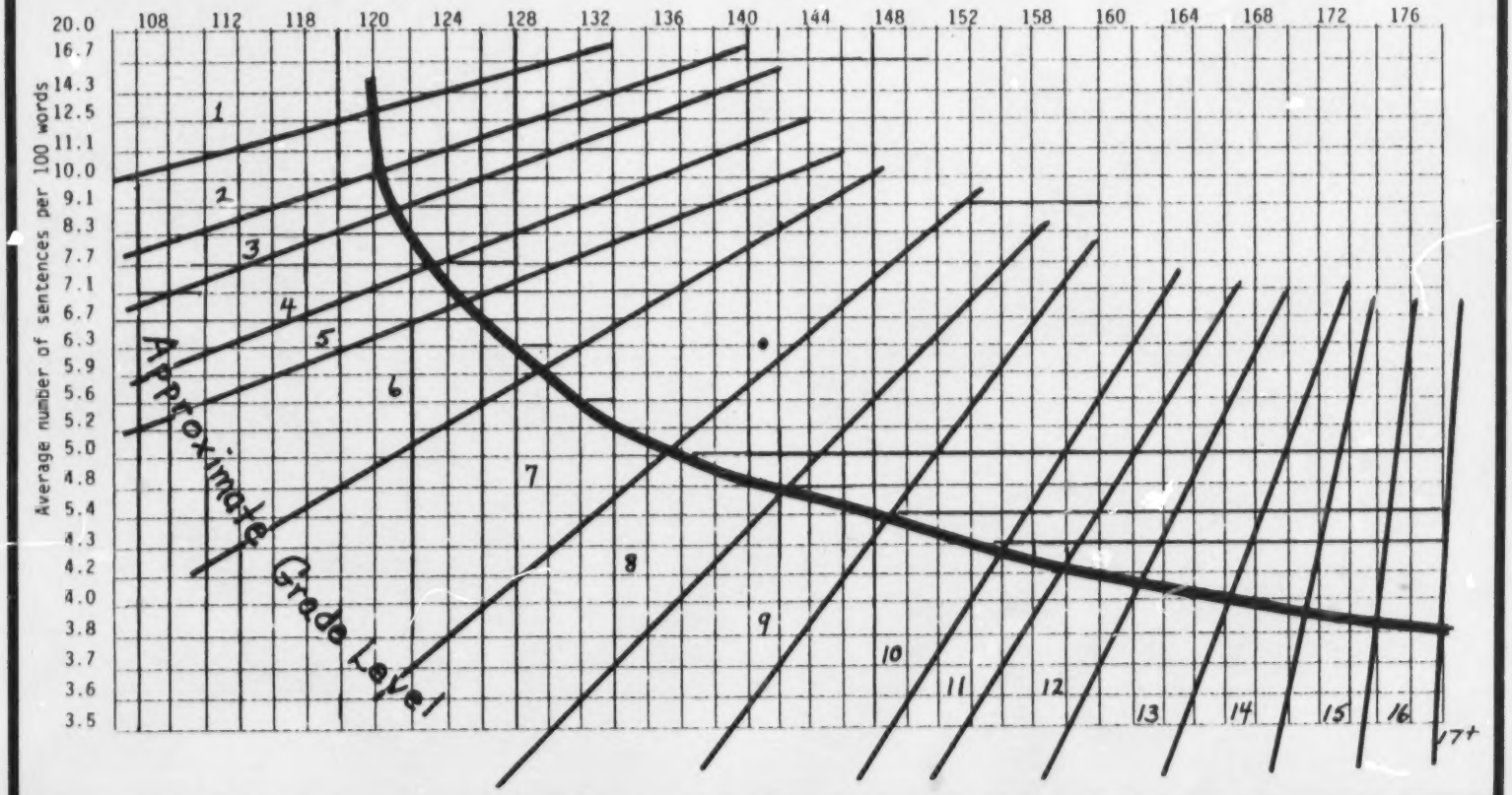
average average

READABILITY _____

STATE READING SECTION
Oklahoma State Dept. of Education

GRAPH FOR ESTIMATING READABILITY - EXTENDED

Average number of syllables per 100 words



APPENDIX C

CHECKLIST FOR EVALUATION OF STATE ADOPTED TEXTBOOKS
(This form is available for your use. For copies, please contact your State Reading Consultant at 405-521-3341)

Subject: Reading

Grades: K-12

Directions: Please rank each criterion below according to the following scale:

1. Superior
2. Good
3. Average
4. Poor
5. Unusable

CRITERIA FOR EVALUATION

1. Suitability of Content and Format:

   A. Is the readability appropriate for usage in the designated grade level? _____

   B. Is the interest level appropriate for usage in the designated grade level? _____

   C. Are the stories sufficiently thought-provoking for this age level? _____

   D. Is there a sufficient mixture of classic and non-classic literature included? _____

   E. Are all stories well written from the standpoint of theme, plot, style, and characterization? _____

   F. Is the sequencing of skills within the program compatible with student needs? _____

II. Adaptability to Program Goals and Objectives:

   A. Are the goals and objectives of this material congruent with your own program goals and objectives? If not, can the materials be adapted with ease to your students' needs? _____

   B. Is there an adequate supply of skill reinforcement material to fit the varying needs of your students? _____

C. If supplementary materials are needed, are they appropriately written and available from this publisher? _____

III. Teachers' Manuals:

A. Are the manuals well organized and easy to follow? _____

B. Do the manuals provide suggestions for independent, creative projects for extending and reinforcing skills? _____

C. Do the manuals provide help in individualizing instruction? _____

D. Do the manuals provide suggestions for stimulating children to go beyond literal comprehension to do interpretive, evaluative, and creative thinking about what they have read? _____

E. Are the manuals designed for convenient handling is most teaching situations? _____

IV. Authorship and Copyright:

A. Is the author sufficiently prepared in education and experience to deal with reading skills? _____

B. Are the author's purpose and philosophy compatible with yours and with those of other teachers in the district? _____

C. Do this author's qualifications enable him to provide subject matter which is contemporary, appropriate, and worthwhile? _____

D. If this is a revision, is this edition improved enough to merit the expense of changing series? _____

V. Physical Characteristics:

A. Is the binding durable? _____

B. Is the printed page readable from the standpoint of print size, paper quality, and color of ink for the intended age legal? _____

C. Are the pages well-spaced and illustrations attractively placed? _____

VI. Cost Considerations:

A. Is the price favorably comparable to that of other series? _____

B. Are the consumable portions reasonable enough in price to merit the expenditure of funds for this program? _____

VII. Attitude and Value Considerations:

A. Is fairness to all groups stressed in the content and illustrations? _____

B. Is the factual content free from bias and prejudice? _____

C. Are implications and conclusions found within the content free from bias and prejudice? _____

D. Is the language utilized repulsive to morality or virtue? _____

E. Is the material treated obscenely or felt to be morally wrong? _____

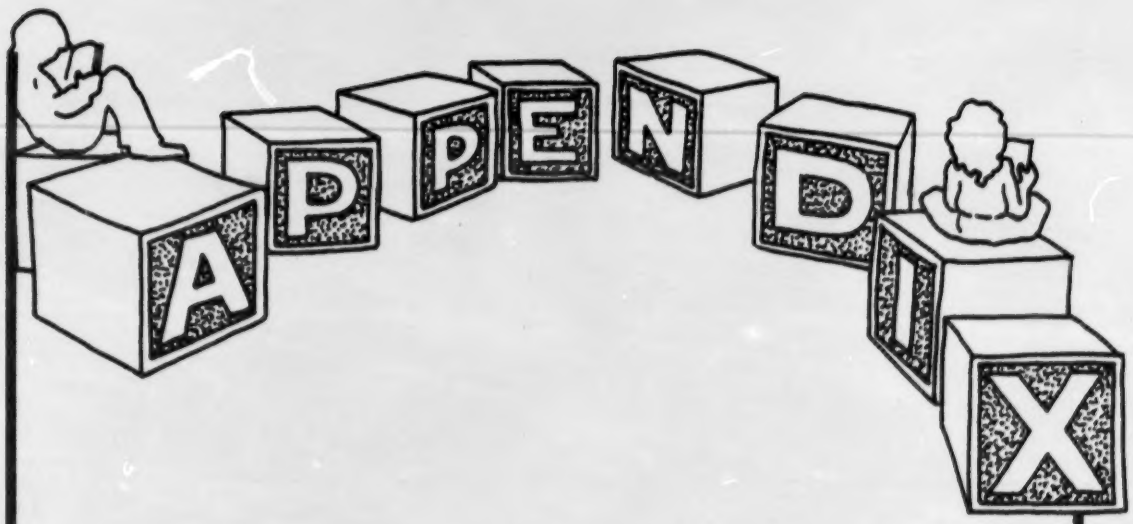
F. In material dealing with drugs or crime, are the conclusions and/or implications clarified and in keeping with desired values? _____

Scoring & Ranking: Sum all subtotals to obtain grand totals for each publishers' series. Ranking is determined by size of grand total. The lowest total represents the highest rank, etc.

SUBTOTAL

GRAND TOTALS FOR ALL PUBLISHERS' SERIES

Developed by Dr. Zoe Leimgruebler, State Department of Education, State Reading Section, 1979.



Appendix D

Glossary of Reading Terms

APPENDIX D

GLOSSARY OF READING TERMS

ACCENT - The relative degree of breath force with which a syllable is spoken.

ACHIEVEMENT AGE - The performance level for a given achievement test in which the performance level is stated in terms of the chronological age group for which this performance level is average.

ACHIEVEMENT TEST - A test which measures the degree to which a person has achieved in a given subject field or in the general aspects of schooling.

ADVANCED ORGANIZERS - A 300-500 word passage given to the student before s/he reads an assignment for the purpose of (a) clarifying the organization of the assignment, (2) briefly summarizing the main ideas of the material, (3) reviewing previously studied ideas upon which the present lesson is based, and/or (4) previewing the larger generalized concepts to be explored as the reading is done.

AGE NORMS - Values representing average performance for persons according to chronological age.

ALTERNATE-FORM RELIABILITY - The correlation between results on alternate forms of a test.

ANALYSIS - The second level of the taxonomy of questioning which correlates with interpretive comprehension skills. The reader would be making inferences, recognizing author's intent and modd, determining cause and effect, drawing conclusions and seeing relationships.

ANECDOTAL REPORT - A written record of observed behavior.

ARITHMETIC MEAN - The sum of a set of test scores divided by the number of scores.

AUDITORY DISCRIMINATION - The ability to differentiate between sounds.

BASAL READING APPROACH - A reading program in which instructional content and methodology are determined through the use of a series of basal readers.

BATTERY - A group of tests that have been standardized on the same population and whose results are of value individually, in combination and/or totally.

CAPACITY LEVEL - The highest level at which the student can comprehend material read to him/her. If this level is higher than the student's achievement level in reading, s/he can be expected. with proper instruction, to approach this level in reading.

CAREFUL READING - A reflective reading rate which is slow and deliberate. The student using this rate will pause to compare and contrast, interpret the material, analyze the author's purpose and judge literary value.

CENTILE - A scaled score below which are any given percentage of cases.

CHECKLIST - Words, phrases or statements to be checked according to directions by an observer.

CLOZE PROCEDURE - A testing method in which words from a passage are deleted and underlined spaced substituted. Subjects attempt to fill in the spaces with the correct words.

COGNITIVE STRUCTURE - The background of knowledge and experience which a student possesses and brings to the reading task. This would include highly generalized concepts, specific less-inclusive concepts and specific facts which support these concepts.

COMPREHENSION - The ability to get meaning from the printed or spoken word. There are various levels of comprehension which include literal, interpretive, critical and creative.

CONCEPT LOAD - In assessing the readability of materials, the manner in which ideas are presented. In determining concept load the reviewer should consider idea density, types of concepts (abstract, concrete), the provision of adequate explanations, and opportunities provided for the reinforcement and review of these concepts.

CONSONANT - A speech sound that is characterized by a modification of the discharged breath by the lips, teeth, tongue or palates.

CONSONANT BLEND - The combination of two or more consonant sounds without intervening vowel sounds.

CONSONANT DIGRAPH - Two consonants which are sounded as a single sound.

CONTENT AREA APPROACH - A reading method in which reading instruction is provided as a part of the instructional program in one or more of the content subjects, e.g., science, social science.

APPENDIX D

CONTENT INTEREST INVENTORY - An informal survey given students to gather information about their general reading skills and attitudes toward the general course content.

CONTEXT CLUES - Words, sentences, paragraphs, pictures, graphs, which provide clues to the author's meaning in a given selection. These clues are particularly useful in determining the meaning of an unknown word.

CORRELATION - The degree of relationship between two or more variables.

CREATIVE THINKING - The highest level of comprehension skills. It involves the reader in taking what s/he reads and reprocessing it in such a way that s/he gains new insights, new patterns of thought, new ideas.

CRITERION REFERENCED TEST - An assessment technique deliberately constructed to measure data in terms of specific performance standards.

CRITICAL THINKING - The level at which the reader reads with an open mind in search of as much information as is available on a topic in order to compare and evaluate the materials read. The reader gives a personal reaction to what is read and makes personal judgment on it.

DECILE - One of the nine percentile points that divide a rank distribution into 10 percent of all cases.

DERIVED FORM - A root word plus one or more prefixes and/or suffixes.

DIAGNOSTIC TEST - A test designed to locate specific strengths and/or weaknesses of a person.

DIGRAPH - Two successive letters which are sounded as a single sound.

DIORAMA - A scenic representation in miniature, framed against a painted background.

DIPHTHONG - Two vowels which are combined to form a single blend sound.

DIRECTED THINKING/LEARNING ACTIVITY - A method of teaching content wherein the teacher directs the activity in such a way to ensure that the students have purposes for reading and read to satisfy those purposes.

DISTRACTORS - The choices which are incorrect in a multiple choice test item; these should be included to represent common misconceptions in contrast to the correct answer.

DYSLEXIA - Language disorder in which the ability to read, write and spell is not commensurate with intellectual ability.

EQUIVALENT FORM - Two or more forms of a test with similar content and item difficulty that will yield scores with similar averages and of similar variability for a given group.

ESSAY TESTS - Tests which are designed to measure understanding, thinking skills and the student's ability to organize ideas into a coherent and original form.

ETYMOLOGY - Science of the origin and development of a word.

EVALUATION - Judgment of performance based upon clearly identified expectations. In evaluating student's performance, expectations should reflect the objectives of the course and be related to the materials and the instruction provided for the student.

EXPERIENCE APPROACH - A reading approach in which the instructional program is based on real experiences the children have had.

FACTOR ANALYSIS - One of several methods of analyzing the inter-correlations among a set of variables.

FREQUENCY DISTRIBUTION - A tabulation of scores from high to low or from low to high showing the number of persons who obtained each score or whose score fell in the group of scores.

FRUSTRATION READING LEVEL - The level at which the child reads with more than five word recognition errors in 100 words (below 95%) with below 50% comprehension.

GLOSSING - A teaching technique whereby the teacher uses expressive oral reading, shares his/her own experiences and background, and introduces motivating anecdotes and insights into the presentation of a lesson.

GOAL - A statement of what the program is expected to provide for students; a broadly stated program purpose.

GRADE EQUIVALENT - A score based upon the grade (year and month) achieved by average individuals in that grade level.

GRAPHEME - A functional graphic unit not able to be divided; the smallest written unit.

GUIDE FOR SCORING - An outline of the evaluation criteria for student performance in any testing situation. This guide should be prepared by the teacher at the same time the testing measure is designed and should set forth what is to be measured (the

objectives), what will be considered satisfactory performance, and (if applicable) definitions of "A" performance, "B" performance, and so forth.

HAWTHORNE EFFECT - The situation in which the fact that a person knows s/he is involved in an experiment or receiving special treatment will affect his/her performance.

IDEA DENSITY - The quantity of concepts included in any given printed passage. Relates to readability of material.

INDEPENDENT READING LEVEL - The level at which a child can read with no more than one word recognition error in each 100 words (99 per cent) with at least 90 per cent comprehension.

INDIVIDUAL LEARNING PACKET - Instructional packages designed for individual student use, usually permitting them to move at their own speed through a given unit of content.

INFLECTED FORM - A root or derived word to which an inflection ending has been added, i.e., "-s", "-es", "-'s", "-ed", "-est".

INSTRUCTIONAL READING LEVEL - The level at which the child can read with no more than five word recognition errors in 100 words (95 per cent) with at least 80 per cent comprehension.

INSTRUCTIONAL STRATEGIES - Activities or methods utilized by the classroom teacher to teach students.

INTELLIGENCE QUOTIENT - The ratio of a person's mental age to the mental age normal for his chronological age.

INTERPRETIVE COMPREHENSION - Gaining meaning not stated directly in a written passage. The reader is compelled to read between the lines in order to perceive the implied meanings of the content.

INTONATION - Structure or pattern of pitch.

INVENTORY TEST - A test designed to appraise an individual's status in a particular area, e.g., attitudes, interests, skills.

ITEM ANALYSIS - Any one of a number of processes used to assess the discrimination characteristics (difficulty value) of a test item as it correlates with some criterion.

KINESTHETIC - Learning which involves the muscles or motor sense. An example might be teaching reading by having the student write or trace words.

KUDER-RICHARDSON FORMULA(s) - A formula used to estimate the reliability of a test on the basis of information about the individual items of the mean score, standard deviation and the number of items in the test

LISTENING LEVEL - The level at which the child can comprehend 75 percent of the material read to him/her by the examiner.

LITERAL COMPREHENSION - The lowest level of comprehension, involves acquiring the direct meaning of what is read. This includes identifying stated main ideas and the facts which support them, scanning for specific words and phrases, and recognizing pertinent information contained in the text.

LOCALLY CONSTRUCTED TEST - A test designed and constructed by local persons rather than a commercial test publisher. The test may or may not have norms.

MEDIAN - The middle score in a ranked distribution of scores.

MENTAL AGE - The chronological age for which a given performance on an intelligence test is average or normal.

MODALITIES - Methods by which concepts are both taught or learned.

MODE - The most frequent score in a distribution of scores.

MORPHEME - An indivisible meaning unit in the structure of words, e.g., cat, "re-", "-ed", "-est".

NORMAL DISTRIBUTION - A symmetrical distribution of scores about the mean based on the assumption that variations from the mean are by chance. In graphic form the distribution takes on a distinctive bell-shaped curve.

NORMAL READING - Average speed of reading used by students in preparing a daily assignment.

NORMS - Test performance of specific groups described in statistical terms and often assumed to be representative of some larger population.

OBJECTIVE - A statement of what the student is expected to do as a result of the program, a broadly stated student outcome.

OBJECTIVE TEST - Tests which are designed to measure knowledge of facts and provide an evaluation tool which can be easily, quickly and objectively scored. These can assume several forms including short answers, true-false, alternative choice, matching and multiple choice.

PATTERN GUIDE - Specially prepared directions which alert students to the patterns authors employ in illustrating relationships among characters, events and time. Keys are 'signal words' which indicate listing, sequence, cause/effect, comparison/contrast and other patterns of writing.

PERCENTILE - Any one of the 99 point scores that divide a ranked distribution of scores into groups each containing one percent of the scores.

PERSONALITY TEST - A test designed to assess one or more of the aspects that consititute the mental, emotional and temperamental makeup of an individual.

PHONEME - The smallest significant unit of sound. In English there are about 45 phonemes, 21 consonants, 9 simple vowels; the balance are combinations.

PHONEMICS - The systematic use of speech sound in a specific language.

PHONICS - That aspect of reading instruction in which the speech sounds of letters and groups of letters are taught.

PHONIC ANALYSIS - The process of sounding letters and groups of letters to determine how a word is pronounced.

PHONETICS (phonology) - The field or discipline concerned with speech sounds.

POWER TEST - A test designed to assess performance level rather than speed of responses.

PRACTICE EFFECT - The effect of a previous experience with a test on a later examination which is the same or similar.

PRIMARY ACCENT - The syllable in a word receiving the main accent.

PROFILE - The results of one or more tests or subtests of a single test presented in graphic form; usually bar or line graphs.

PROGNOSIS TEST - A test designed to assess skills and abilities that are prerequisite for success in a particular field in order to be able to predict future success or failure in that field.

PROJECTIVE TECHNIQUE - A technique for assessing a subject's personality by having him/her respond to a series of stimuli such as ink blots, pictures, unfinished sentences, etc.

QUARTILE - Any one of the three points that divide distribution of scores into four equal groups, each group contining 25 per cent of the scores.

QUESTIONNAIRE - A list of questions requiring "yes" - "no", numerical and/or narrative responses. Analysis is conducted by classifying the responses and computing the percentage of subjects that respond according to each classification.

RANDOM SAMPLE - A sample drawn according to the law of chance in such a way that every member of the population has an equal chance of being drawn.

RANGE - The different between the highest and lowest scores in a distribution of scores.

RAPID READING - Similar to skimming but requires keener attention to main ideas. It is useful as a review of previously read material inorder to summarize, generalize and formulate new questions on the material.

RAW SCORE - The unconverted and uninterpreted quantitative results of a test scored according to specific criteria.

READABILITY LEVEL - The reading difficulty of reading material expressed in terms of the grade level at which the normal or average individual would be expected to read the material successfully.

READINESS - A point at which a learner has the experience, physical maturity and motivation to assume a new challenge or task.

READINESS TEST - A test designed to assess the ability to engage in a new or different type of activity.

READING - The process of perceiving and understanding symbols in relation to the meaning they carry.

READING COMPONENTS - The various reading areas in which students work toward mastery of specific skills. They include word recogniation skills, vocabulary development, comprehension and study skills.

RECALL - The first level of taxonomy of questioning, corresponding to the literal level of comprehension. This is the level at which the student recalls or recognizes directly stated information from previously read materials.

RELIABILITY - The degree to which a test is consistent in measuring whatever it was designed to measure.

REMEDIAL READING - Reading instructions designed for specific or general reading defects and generally given outside the regular program.

REPRESENTATIVE SAMPLE - A sample that matches the population it represents with respect to those characteristics that are considered important for a particular investigation.

SCANNING - The skimming of material for quick location of specific details or specific information in reference books.

SCHOLASTIC APTITUDE - The combination of native and acquired abilities that is needed to do school work.

SECONDARY ACCENT - A syllable in a word receiving relatively less accent than the primary accent.

SIGHT WORDS - Words which a child can immediately recognize when they are presented to him/her.

SIGNAL WORDS - Words and phrases used by an author to signal particular patterns of writing. These words help the reader to identify relationships among characters, events and time.

SKIMMING - Fastest speed of reading; used to acquire a general overview of material. The reader may look at section headings, read the first lines of each paragraph, and generally look for the organization of the material and the major concepts being discussed.

SOCIOMETRY - The assessment of the interpersonal relationships that exist among members of a group.

SPEARMAN-BROWN FORMULA - A formula for estimating the realiability for an entire test on the basis of the correlation between two halves of the test.

SPLIT-HALF COEFFICIENT - (see Spearman-Brown Formula)

SQ3R - A study method for self-instruction and overall organization of the content being read. The steps include surveying the material to be read, formulating questions to establish purposes for the reading, reading the material, reciting to answer the questions posed, reviewing the organization and basic ideas and taking notes on important points.

STANDARD DEVIATION - A measure used to express the variability (the extent of deviations from the mean) of a set of scores.

STANDARD ERROR - An estimate of the amount by which an individual's obtained score differs from his hypothetical true score.

STANDARDIZED TEST - A test for which norms have been developed accroding to prescribed conditions.

STEM - In a multiple choice question, the basic problem which is stated as a lead-in to the choice of anser to be made. The choices provided include the one correct answer and distractors.

STRATIFIED SAMPLE - A sample in which cases are drawn according to predetermined controls, e.g., geographic region, economic background, grade, sex, etc.

STRUCTURAL ANALYSIS - A word analysis technique in which the reader identifies meaningful units within the words -- i.e., roots, suffixes, prefixes, syllables, inflectional endings -- and relates them to the total word.

STRUCTURED OVERVIEW - A diagrammatic overview of the major concepts of a lesson, focusing upon the vocabulary words used to represent these concepts. The vocabulary words in the diagram should be arranged with connecting lines to show the interrelationships among the concepts they represent.

STUDY GUIDE - A set of questions given to the student to help guide his/her reading and understanding of an assignment. Questions are arranged in the same sequence in which the content is presented in the text, and whenever possible, are arranged in a hierarchy from simple to more complex.

STUDY SKILLS - Those learned abilities which facilitate student use and understanding of an assignment. Questions are arranged in the same sequence in which the content is presented in the text, and whenever possible, are arranged in a hierarchy from simple to more complex.

SURVEY TEST - A test designed to assess general achievement for the purpose of establishing group status.

SYLLABLE - A pronunciation or written unit of a word consisting of a vowel alone or in combination with one or more consonants.

SYNTHESIS - The third level in the taxonomy of questioning which correlates with critical and creative comprehension skills. The reader relates the material to his/her own experiential background and knowledge and reprocesses it to gain insights, new patterns of thought and new ideas of his/her own.

APPENDIX D

TACTILE - A mode of learning involving the sense of touch; generally refers to using fingers or fingertips. For example, braille is a tactile reading system.

TEST-RETEST COEFFICIENT - A coefficient of reliability based on the correlation of scores obtained on administrations of the same test, with a short interval between tests.

TEXTBOOK USAGE INVENTORY - A teacher-made inventory designed to assess how effectively students can read the materials used in a given content area. The inventory can be constructed to determine student ability to use the parts of the textbook, to use supplementary reference materials, to respond to a variety of types of comprehension questions, to understand basic content vocabulary and to use various study skills such as notetaking and skimming.

TRUE SCORE - A score hypothetically free of errors of measurement.

VALIDITY - The extent to which a test measures the thing it is intended to measure.

VISUAL DISCRIMINATION - The ability to discern differences and likenesses between visual patterns, e.g., letter forms, word pictures, geometric designs.

VISUAL MAKER - A stand, often available in school libraries, upon which a camera can be mounted, thereby permitting photographs to be made of pictures. These can provide slides for classroom enrichment.

VOCABULARY - A collection of words necessary for written and oral communication. Vocabulary may be of a general, specific or technical nature.

VOICED SOUND - A sound in which air is forced through the vocal cords causing them to vibrate.

VOICELESS SOUND - A speech sound which is produced without vibrating the vocal cords, e.g., the "f" sound.

VOWEL - A speech sound that is produced by a comparatively free passage of air from the lungs through the lips without intervening stops or obstructions.

VOWEL DIGRAPH - Two vowels which are pronounced as a single sound.

WORD ANALYSIS - A technique of analyzing a word according to its structural and/or phonetic parts.

WORD RECOGNIATION - The process of identifying words according to any one or a combination of the word recogniation techniques, e.g., phonetic analysis, structural analysis, use of content clues, sight word recognition and use of word configuration clues.

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Evaluation

We would like to be able to continually improve the quality of the programs we develop. Can you help us by responding to the following?

1. Circle grade level(s) taught: K 1 2 3 4 5 6 7 8 9 10 11 12

2. Special areas: _____

3. Was the content of this publication generally appropriate for your grade level? ____appropriate ____inappropriate

4. Were the suggested activities: ____ most helpful ____ of some help
   ____ of no help

5. What, in your opinion, is the major strength of this publication?

   _____

   _____

6. What, in your opinion, is the major weakness of this publication?

   _____

   _____

7. What are some other kinds of publications which would be of use to you? _____

   _____

Please cut at dotted line and return to: State Reading Section, State Department of Education, Oklahoma City, Oklahoma 73105

In the following space, would you please share a successful teaching idea with us? (Use the back of this form if more space is needed).
Name _____ School _____

_____

_____

_____

Return to: State Reading Section, State Department of Education
2500 N. Lincoln Blvd., Oklahoma City, Oklahoma 73105